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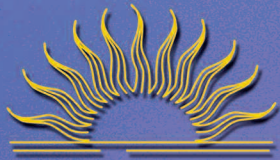
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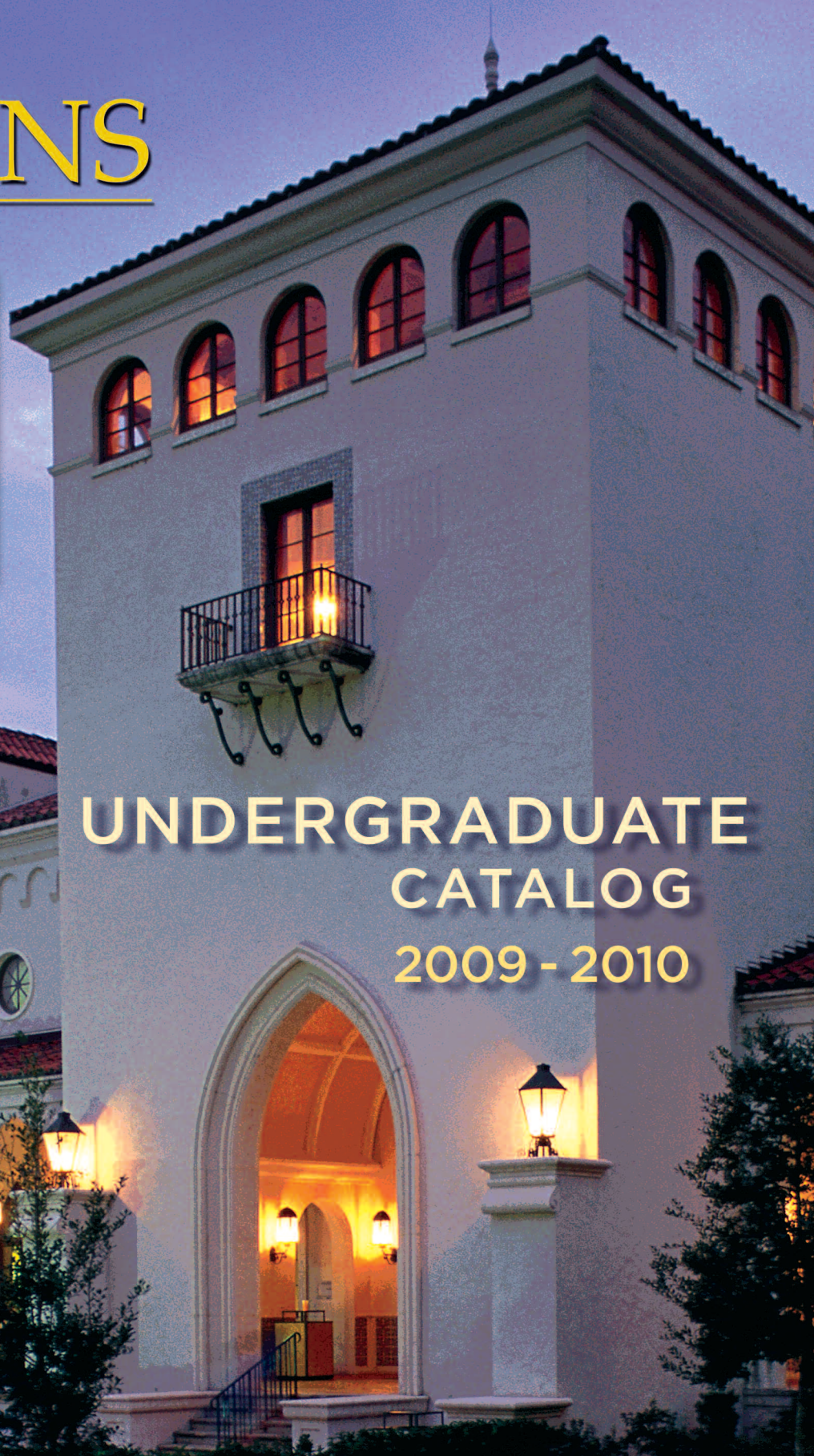
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ROLLINS

EVENING



UNDERGRADUATE CATALOG 2009 - 2010



UNDERGRADUATE
CATALOG
2009–10

Rollins College • Hamilton Holt School
203 East Lyman Avenue
Winter Park, Florida 32789
407-646-2232

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

CONTACT INFORMATION

Address

The Rollins College Hamilton Holt School office is located at 203 East Lyman Avenue, Winter Park.
Address all correspondence as follows:

Rollins College
Hamilton Holt School
203 East Lyman Avenue
Winter Park, FL 32789

Telephone

407-646-2232

Fax

407-646-1551

E-mail

holtsschool@rollins.edu

Web site

www.rollins.edu/holt

Student Services Web site

www.rollins.edu/holt/students

Frequently Called Numbers

Hamilton Holt School

Admission/Academic Advising/Student Services (**Undergraduate**)
407-646-2232

Academic Advising (**Graduate**)

Contact the appropriate graduate program coordinator.

Graduate Counseling Program (M.A.)

407-646-1568

rcordray@rollins.edu

Graduate Education/Teaching (M.Ed. or M.A.T.)

407-646-1568

rcordray@rollins.edu

Master of Human Resources (M.H.R.)

407-646-2653

cricaurte@rollins.edu

Master of Liberal Studies (M.L.S.)

407-646-2653

cricaurte@rollins.edu

Career Services
407-646-2232 or 407-646-2195
mcacciatore@rollins.edu

Office of Advancement
407-646-1577
psmith@rollins.edu

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

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

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

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

Information Technology (Student Help Desk)
407-646-2655
www.rollins.edu/it

Loans/Collections
407-646-2493
www.rollins.edu/finance/bursar

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

R-Card Office (Student Identification Cards)
407-646-1564
www.rollins.edu/rcard

Thomas P. Johnson Student Resource Center
407-646-2308
www.rollins.edu/tpj

ACADEMIC CALENDAR

2009–10

FALL TERM 2009

Application deadline	July 13
Registration (new students)	July 27 - 31
Classes begin	August 24
Last day to withdraw without academic penalty	October 30
Thanksgiving Holiday	November 25 – 27
Classes end	December 10

SPRING TERM 2010

Application deadline	December 4
Registration (new students)	December 7 – 11

Martin Luther King Holiday

Classes begin: Session I	January 18
Session II	January 2
	January 11

Last day to withdraw without academic penalty	March 26
(Withdrawal deadline varies for intensive courses.)	

Spring break begins	March 8
Classes resume	March 14

DEADLINE for HOLT SCHOOL SCHOLARSHIP APPLICATION FOR 2010-11

Classes end	March 15
Commencement	May 4
	May 8

SUMMER TERM 2010

Application deadline	March 22
Registration (new students)	April 26 – 30

Classes begin	
First six-week session	May 17
Second six-week session	June 29
Twelve-week session	May 17

Last day to withdraw without academic penalty:	
First six-week session	June 11
Second six-week session	July 23
Twelve-week session	July 6

Independence Holiday

Classes end	
First six-week session	July 5
Second six-week session	June 29
Twelve-week sessions	August 11

ABOUT ROLLINS COLLEGE

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

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts and Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

Rollins College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; telephone 404-679-4500) to award associate's, bachelor's, and master's degrees and by AACSB International—The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730, telephone 813-769-6559). Rollins College has been a full member of the National Association of Schools of Music since 1931 and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education are approved by the Department of Education of the State of Florida, and its counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

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.

HAMILTON HOLT SCHOOL

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

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

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

A great number of Hamilton Holt School students continue to live, work, and raise their families in Central Florida. Many of the Holt School's 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.



A MESSAGE FROM THE ACTING DEAN

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. The Holt School promotes the Rollins mission of educating students for responsible leadership and global citizenship with its commitments to academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and provide a transformative education in a healthy, responsive, and inclusive environment.

The Hamilton Holt School provides an opportunity for students to earn a Rollins education in the evening. Chickering and Gamson highlighted seven principles of good practice in education that we endorse. These principles include:

- Student-faculty contact: Rollins Evening students have the opportunity to interact with faculty on a regular basis both within and outside the classroom. These interactions are meaningful to our students because of small class sizes.
- Active learning: Rollins Evening students collaborate with faculty in order to solve complex, real-world problems.
- Faculty provide students with prompt feedback about their academic performance.
- Students spend a significant amount of time preparing for class and completing assignments in order to attain optimal learning outcomes.
- Faculty have high expectations for students and students are therefore motivated to do their best.
- Students have the opportunity to learn within a diverse community of faculty and peers.
- Finally, students cooperate with one another to ensure that everyone stays abreast of coursework.¹

I hope that your Rollins Evening education far exceeds your expectations and will serve as a strong foundation as you make a difference in your local and global communities.

On behalf of Rollins and the Hamilton Holt School, welcome! We are glad that you are here and we feel privileged to have you as part of this exceptional academic community.

Jim Eck, Ph.D.
Associate Vice President for Academic Affairs
Acting Dean, Hamilton Holt School
Associate Professor

¹Chickering, A., and Gamson, Z. (eds.), “Seven Principles for Good Practice in Undergraduate Education,” *AAHE Bulletin*, Vol. 38, No. 7, 1987, pp. 3-7.

FREQUENTLY ASKED QUESTIONS

What programs does the Rollins evening studies division offer?

The Hamilton Holt School evening degree program offers the bachelor's degree in 10 different majors and master's degrees in liberal studies, human resources, teaching or education, and mental health counseling. To request complete information on graduate programs, contact the appropriate [program representative](#).

How do I get started?

We recommend that you speak with an adviser about your academic goals. Call 407-646-2232 to make an appointment. Advisers are available in person and by telephone.

If you are applying to a bachelor's degree program, you may complete an admission application and submit it along with your official college transcripts. An [admission application](#) is available online.

Can I take a course without applying to a degree program?

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

When do classes begin? How do I register?

An academic-year calendar, which includes the dates for registration and the first day of classes, is provided in each term's schedule of courses. You may file an application any time during the academic year. Application deadlines are generally one month prior to published registration dates. Accepted new students may enroll during new student registrations held prior to the beginning of each term. These registrations take place July 27 – 31, 2009 (fall term), December 7 – 11, 2009 (spring term), and April 26 – 30, 2010 (summer term). Once you have completed a course, you may register in advance online.

Is my diploma a Rollins College diploma?

Yes. Your course work in the Holt School leads to a degree and a diploma from Rollins College.

How much credit can I transfer from other colleges?

Up to 64 semester hours may be transferred from a lower-level institution. There is no limit on transfer credit at the upper-division level; however, the last nine courses (36 semester hours) for the bachelor of arts degree must be taken in residence at Rollins College. It does not matter how long ago you earned transfer credits. An academic adviser can evaluate your transcripts and show you how the acceptable courses will apply to your program at Rollins. The only courses that will not transfer are those in areas not typically offered by Rollins, such as vocational, technical or training courses, remedial courses, and physical education. Most academic courses in the social sciences, natural sciences, and humanities will transfer if you earned a "C-" or better in them.

How long does it take to obtain the bachelor of arts?

The B.A. requires 140 semester hours (35 courses). Completion time depends upon how many courses you can transfer, the major you select, and the number of courses you can complete each term. Most Rollins courses count for four semester hours of credit. You must complete at least 36 semester hours at Rollins for the bachelor of arts. One-fourth of the major and minor courses must be taken at Rollins.

Can I attend full time?

Yes. Three courses in the fall and spring terms and two in the summer are considered full-time attendance. We recommend, however, that students employed full time register for only two courses per term. This is not a requirement and may be adjusted according to individual aptitudes and circumstances. Students who enroll in at least three courses in the fall and spring are eligible for the Florida Resident Access Grant, a state financial aid program that provides about \$1,256 per semester for students who have been Florida residents for 12 consecutive months.

Is career counseling available?

Yes. The Hamilton Holt School provides a variety of services related to career transition and job search. Services include career advising, major selection, resume writing, job search strategies, and group workshops and individual consultation with the [Holt School Career Counselor](#).

What if I have been away from college for a while?

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

ADMISSION

Application

All new students must file an application form with a \$35 nonrefundable application fee. Applications should be filed at least one month prior to published registration periods. Official transcripts from all colleges previously attended by the student must be on file with the Hamilton Holt School by the published application deadline. Students who have not previously attended a college or university (first-time freshmen must provide an official high school transcript or official General Educational Development Test (GED) results prior to the published application deadline. Students are responsible for program requirements in effect at the time of their first registration in the Holt School. Applicants will be notified in writing of their acceptance, which is in effect for one calendar year from acceptance.

Eligibility

The Hamilton Holt School seeks to attract academically talented and motivated students. Admission to a degree program is based on the achievement of a minimum 2.5 cumulative grade point average (GPA) from previously attended, regionally accredited colleges (averages from multiple institutions may be combined) or high school as well as submission of college-level writing in the application process. Acceptance to enroll at the Hamilton Holt School does not guarantee admission into some majors. Students who have been dismissed from another institution for academic or conduct-related matters must file a formal request for application review through the admissions committee.

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

Satisfactory Academic Progress Review

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

All students are expected to complete ENG 140 Composition: Writing About Selected Topics as one of their first four courses at Rollins unless it is transferred from another institution. Students must also take INT 200 Introduction to the Liberal Arts as one of their first six courses unless they have completed the Associate of Arts degree or two humanities courses prior to entering Rollins.

The Hamilton Holt School is committed to providing students with opportunities for their academic success. Satisfactory progress toward achievement of academic goals is dependent upon consistent successful completion of courses. The Holt School encourages students to remain on a success-oriented path by requiring successful completion of a majority of the courses for which they register. Students must complete 67 percent of the term hours for which they register and achieve a minimum cumulative GPA of 2.0 in order to remain in good academic standing and avoid administrative withdrawal from the institution. Please refer to the section entitled “Academic Probation and Dismissal.”

Readmission

A student who has not attended the Hamilton Holt School for a period of two or more years must file a new application form, pay the application fee, and follow any curricular policies and requirements in effect at the time of return.

Disability Policy

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

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

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

Students with disabilities should:

1. Contact the appropriate person from the Rollins College staff to discuss your disability-related needs. Initial contact must be made directly by the student and necessitates setting up an appointment with college personnel to discuss policies and procedures. Please contact the Disabilities Services Coordinator at the Thomas P. Johnson Student Resource Center for an appointment.
2. Provide the Disabilities Services Coordinator with written documentation from an appropriate professional of the nature of your disability and any consideration or accommodations that may be necessary. Such documentation must be current (usually not less than three years old) and provide a clear understanding of how the student is functioning at this point in time.
3. If you are requesting some form of accommodation or special arrangement in order to participate fully in institutional activities, please be sure to provide ample time for your request to be evaluated and for arrangements to be made prior to the anticipated need for service/support. The institution cannot guarantee that appropriate accommodations/services can be put in place without sufficient lead time to make arrangements.

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

ADMISSION WITH ADVANCED STANDING

Advanced Placement Credit

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

Transfer Credit

Credit earned from previous educational experience at the college level is eligible for transfer credit. Courses completed with a grade of "C-" or better at regionally accredited colleges and universities are acceptable for transfer if they contribute to the student's proposed degree program. This means that some courses in vocational fields will not transfer. Rollins does not award credit for physical education classes. No more than 64 semester hours will be accepted as transfer credit from lower-level, two-year institutions.

Students who enter the Holt School with an associate of arts degree that was earned after summer 1993 from a Florida community college may enter under the terms and conditions of the articulation agreement between the State Board of Community Colleges and the Association of Independent Colleges and Universities of Florida. Please see a Holt School program adviser for additional information.

Military Credit

Credit is given for USAFI or DANTES courses and some military specialty schools. Students seeking military course credit must submit Form DD214. Official transcripts for USAFI and DANTES should be obtained from the DANTES Contractor Representative, Educational Testing Service, P.O. Box 2879, Princeton, NJ 08541. Transcripts may also be ordered online at http://www.dantes.doded.mil/dantes_web/examinations/transcripts.htm.

College-Level Examination Program (CLEP)

CLEP examinations are offered on the Rollins College campus. Please contact the Holt School for a schedule of testing dates and times.

The Holt School has the following guidelines for awarding credit for CLEP General or Subject examinations:

1. A student must complete any examination, and official score results must be received prior to achieving junior status (64 earned semester hours) in the Holt School.
2. CLEP exams must be completed and official score results received prior to the term in which a student begins his or her residency in the Holt School.

3. CLEP General or Subject examinations will not be used to fulfill major or minor core or elective requirements. Such examinations may be used to fulfill general education (if appropriate) or general elective requirements. Students who receive a score of 65 or better on the English General Examination with Essay receive credit and are exempt from ENG 140 only.
4. Students who score within the acceptable guidelines on the CLEP General or Subject examinations may receive up to the equivalent of nine courses of credit. Examinations may not duplicate course material previously covered.

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

Credit for Training Programs

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

ADMISSION TO OTHER DIVISIONS OF THE COLLEGE

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

INTERNATIONAL STUDENTS

The Hamilton Holt School of Rollins College welcomes applications from international students. Candidates for admission are required to submit evidence of successful completion of studies from accredited secondary schools or colleges. If the school records are in a language other than English, candidates for admission must submit an official evaluation of those records. 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 test or a score of 213 or better on the computer test or 80 or better on the Internet test is required for admission. Once admitted, 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, Certificate of Eligibility for Nonimmigrant (F-1) Student Status, is issued only after the student has submitted (1) an Application for Admission with the nonrefundable application fee; (2) all official transcripts (translated, if necessary); (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; and (4) a nonrefundable deposit of \$500, applicable toward tuition.

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

SERVICES AND FACILITIES

Advising Resources

Hamilton Holt School program advisers are available for academic counseling from 8:30 a.m. to 6:30 p.m., Monday through Thursday. Appointments are recommended. Degree-seeking students should schedule an advising appointment prior to beginning their course work to have their program of study approved. Program advisers and trained peer advisers are ready to respond to the academic concerns of students, help those having difficulties in their program, and provide referrals to the Thomas P. Johnson Student Resource Center.

Career Services Center

Holt Career Services provides a full range of career planning services for undergraduate and graduate students. Services allow students to analyze interests and skills, explore options, and set goals through individual career counseling, job search strategies, group workshops, internship and job postings, and a career resource library. Career events are published throughout the academic year. Students may make an appointment (evening and weekend appointments available) to meet individually with a career counselor by calling the Holt School office at 407-646-2232 or by sending an e-mail to the [Holt School Career Counselor](#).

Counseling

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

Olin Library

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. Today, 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-dollar 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. Open stacks with study areas throughout, conference rooms, group studies, and a tower lounge with exhibit space are some of the features that provide an inviting research and study environment. Patrons are able to use individual and group media rooms for viewing and listening.

A second gift of 2.7 million dollars established the Olin Electronic Research and Information Center. The Center features the latest technology, including computer workstations, scanners, color printers, audio and video digitizers, compact discs, videodiscs, and videotapes. These tools facilitate creativity as students pursue research questions, prepare multimedia presentations, and create Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 303,000 volumes, 1,600 periodical and serial subscriptions, 13,200 periodicals available through electronic resources, 42,000 government documents, a number of special collections, and hundreds of compact discs, digital video discs, and videotapes.

The College Archives and Special Collections Department, housed on the first floor of 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 college. 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; as a collection of the documents of Rollins College, they also document much of the history of Winter Park.

The Library faculty are information professionals who, in addition to providing individual reference and research consultation, teach courses in research methods to Rollins undergraduate and graduate students. The Olin Library is an integral part of the instructional, intellectual, and cultural life of Rollins College. For further information, call 407-646-2521 or visit the [Olin Library](#) Web site.

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

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

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 Web sites 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 the World Wide Web for Research, Using Excel Spreadsheets Effectively, Digital Video, and Creating Home Pages on the World Wide Web. For further information, contact the [Information Technology](#) Web site. *For additional information, contact the Department of Information Technology at 407-628-6326.*

The Thomas P. Johnson Student Resource Center

The [Thomas P. Johnson Student Resource Center](#), located on the second floor of the Mills Memorial Building, is a comprehensive academic support center with programs designed to challenge students to take responsibility for their own learning and to provide students with tools and feedback for developing learning strategies to achieve academic success.

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

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

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](#) Web site.

Parking

All motor vehicles operated by students, faculty, and staff must be registered with the Rollins College Department of Campus Security. Holt students may obtain a permit in the Campus Security Office, which is open 24 hours a day. Please see the [Campus Security](#) Web site for information on fees, citations, and other important parking information. Vehicle registration and an official Rollins College I.D. are required.

A brochure containing parking and traffic regulations enforced on College property by the Campus Security Office is available to all Holt students. These rules are enforced all year. Students should familiarize themselves with the Campus Traffic and Parking Regulations brochure issued with each decal. Contact the Campus Security Office at 407-646-2999 for any additional information.

Campus Security also offers an escort service to and from your vehicle 24 hours a day. Please call 407-646-2999 to coordinate pick up and drop off.

Dining Facilities

Rollins College offers an innovative dining program that promotes quality, variety, and value. Four 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 houses The Marketplace Servery, The Grille, and The C-Store. Located on the main level, the Marketplace features five specialty stations 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 or chicken breasts, steak sandwiches, salads, cheese and fruit platters, chips, and wings. Old-fashioned ice-cream parlor favorites include milk shakes, smoothies, ice-cream cones, sundaes, and banana splits. The C-Store, also located at Down Under, is a complete convenience store with made-to-order subs, snacks, groceries, sundries, and gifts.

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

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.

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 Alford Pool, and the Alford 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.

Art/Theater/Literature

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

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

Religious Life

The mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel, is to nurture the 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. Students, faculty, and others may relate to the Chapel as associates. 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 Patrick Powers, Dean of the Chapel at 407-646-2115.

Nonsmoking Policy on Campus

The Florida Indoor Clean Air Act prohibits smoking in all public facilities, including educational institutions. Smoking is prohibited in all College buildings, including private offices, dining facilities, and residence halls. In addition, smoking is prohibited within 25 feet of any building entrance and on loggias and balconies.

STUDENT ORGANIZATIONS AND HONOR SOCIETIES

The Hamilton Holt School Student Government Association meets once each month to identify and discuss student issues. Notice of these meetings are published on a term basis and meetings are open to all Holt School undergraduate and graduate students. The Holt School Student Association conducts an election each year to select a faculty member to receive the Walter E. Barden Distinguished Teaching Award at commencement, organizes fundraising events in support of the Holt School Scholarship Program, and arranges social opportunities for student interaction outside of the classroom.

Communiqué is the Hamilton Holt School/Rollins College student chapter of the Florida Public Relations Association. As members of Communiqué, students attend monthly meetings to hear timely speakers, exchange experiences, and engage in career networking. Students may attend continuing education programs offering members the chance to develop professional skills. Members have the opportunity to join the ranks of Accredited Public Relations (APR) and Certified Public Relations Consultant (CPRC) through professional accreditation and certification programs.

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

Holt students are welcome to join other student organizations on campus. A complete listing of current organizations is available at the Cornell Campus Center through the Office of Student Involvement and Leadership, or online at <http://www.rollins.edu/osil/>.

The **Alpha Sigma Lambda National Honor Society** was founded in 1945 to recognize adult students in higher education who have achieved academic excellence while fulfilling the many responsibilities of family, work, and community services. The following criteria apply to election of students to membership.

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

Phi Beta Lambda (Future Business Leaders of America) is a nonprofit 501(c)(3) education association with a quarter million students preparing for careers in business and business-related fields. Exclusive membership and career recognition programs are designed for each division to provide additional personal and chapter development opportunities.

FBLA-PBL's National Awards Program recognizes and rewards excellence in a broad range of business and career-related areas. Through district and state-based competition at the spring State Leadership Conferences, students compete in events testing their business knowledge and skills. Top state winners then are eligible to compete for honors at the National Leadership Conference each summer. FBLA-PBL has forged partnerships with industry leaders to underwrite competitive events and scholarships for students achieving national ranking.

Lambda Pi Eta is the official communication studies honor society of the National Communication Association. As an accredited member of the Association of College Honor Societies, LPE has over 250 active chapters at colleges and universities worldwide.

Lambda Pi Eta represents what Aristotle described in his book *Rhetoric* as the three ingredients of persuasion: Logos (Lambda), meaning logic; Pathos (Pi), relating to emotion; and Ethos (Eta), defined as character credibility and ethics.

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of promoting excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the qualifications. Psi Chi functions as a federation of chapters located at more than 1,000 senior colleges and universities, and is a member of the Association of College Honor Societies (ACHS) and an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Sigma Tau Delta is the International English Honors Society. A member of the Association of College Honor Societies, it was founded in 1924 at Dakota Wesleyan University. The purpose of the society is (a) to confer distinction of high achievement in English language and literature in undergraduate, graduate, and professional studies; (b) to promote interest in literature and the English language on local campuses and their surrounding communities; and (c) to foster discipline of the English in all its aspects, including creative and critical writing.

TUITION AND FEES

SCHEDULE OF FEES (2009–10)

Application Processing Fee (nonrefundable).....	\$35
Tuition	
Full course (4 semester hours) (\$375 per semester hour)	\$1,500
Half course (2 semester hours).....	\$750
Audited course (no academic credit).....	\$750
Graduation Fee (B.A.).....	\$60
Graduation Fee (A.A.)	\$25
Late Payment Fee.....	\$75

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

Students will be held financially responsible for registrations they initiate. Tuition is assessed on a term-by-term basis and is due by the published deadlines or at the time of new student registration. An initial late payment fee of \$75, then \$50 per month for each month in the relevant academic term, will be assessed for current students paying after the published deadline. 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.

The following College policies apply for delinquent student accounts, until payment is made in full:

- Late payment penalties includes a fee of \$75 per month until the end of the term or the balance is paid in full.
- A hold is placed on transcripts and diplomas.
- Registration for an upcoming term is disallowed.

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 the Credit Bureau 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 Office Web page at <http://www.rollins.edu/finance/bursar>.

For further information:

Bursar's Office
Rollins College
1000 Holt Avenue – 2716
Winter Park, FL 32789-4499
407-646-2252

ALUMNI, SENIOR CITIZENS, ADJUNCT FACULTY DISCOUNTS

Alumni

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

Senior Citizens

Persons who are age 65 or over on the first day of class will receive a 20 percent discount on undergraduate course tuition. Proof of age must be presented at registration. The discount does not apply to audited courses or for a degree program.

Adjunct Faculty and Their Families

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

REFUND POLICY

During the fall and spring terms, refunds are made on the following basis: 100 percent before the first class meeting, 75 percent after the first class meeting through the first week of classes, 50 percent through the second week of classes, 25 percent through the third week of classes. The refund schedule for short (summer term) or intensive (nontraditional format) courses is 100 percent before the first scheduled course meeting or 50 percent before the second scheduled meeting.

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

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

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

FINANCIAL AID

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

GENERAL APPLICATION PROCEDURES

- Apply and be accepted to the Hamilton Holt School.
- Complete a Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>. Be sure to follow the instructions and list **Rollins College, code 001515** as a recipient of the information. Allow six weeks for processing.
- Undergraduate Florida residents who will be full-time students (12 or more semester hours) should also submit a completed Florida Resident Access Grant (FRAG) application no later than October 1 of your first year at Rollins. This form is required only once and will not be required to renew the Florida Resident Access Grant in subsequent years. (View the form at <http://www.rollins.edu/finaid/>.)

Note: Some applicants for financial aid are selected for an accuracy review referred to as “Verification.” If your application is selected, you will be asked to provide additional information, including signed copies of applicable U.S. Income Tax Returns. All selected students must complete the Verification Review before being awarded financial aid.

Accuracy is very important, as corrections may add several weeks to the process. Be certain to answer all questions and print clearly. Remember to notify the Holt School if your name, address, or telephone numbers change.

DEADLINES

Florida Student Assistance Grant: Results of the FAFSA are required by May 15. Late applications will be considered if funding remains available.

Florida Resident Access Grant: October 1 for fall/spring, February 1 for students beginning in the spring semester. This form is required of first-time recipients of the award.

All other programs: Financial need must be established using the Free Application for Federal Student Aid (FAFSA). The FAFSA and all other application materials must be submitted at least 30 days prior to the first day of advertised registration for the term. Late applications will be accepted, but tuition payment will not be deferred at registration. **Late applicants must pay the tuition if financial aid eligibility has not yet been determined.** Most Federal Aid programs are available to students throughout the year.

AVAILABLE PROGRAMS

Federal Pell Grant

A federally awarded program for undergraduate students. Grant awards range from \$488 to \$5,350 per academic year and will be prorated according to enrollment status. The U.S. Department of Education determines the amount of the award.

Federal Academic Competitiveness Grant (ACG)

A federally awarded program for undergraduate students. Grant awards range from \$750 to \$1,300 per academic year. These grants are available on a limited basis and have various academic eligibility requirements. Please refer to the Financial Aid Office Web site for a more thorough description.

Federal National Science and Mathematics Access To Retain Talent Grant (SMART grant): A need-based federal grant awarded to certain Pell eligible students in the amount of \$4,000. This award is provided only to students in specific majors determined by the federal government.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A federally funded program for undergraduate students with exceptional financial need as demonstrated by the Free Application for Federal Student Aid. Applicants who have established financial need will be ranked according to the Expected Family Contribution index, and available funds will be distributed to those with the lowest Expected Family Contribution.

Florida Student Assistance Grant

A state-awarded program for undergraduate Florida residents who have financial need and enroll full time (12 semester hours). Applicants who have established financial need as of May 15 will be ranked according to the Expected Family Contribution index. Available funds will be distributed to those with the lowest Expected Family Contribution. Late applicants will be considered if funds are still available.

Florida Resident Access Grant

A state-awarded grant program for undergraduate Florida residents who enroll full time (12 semester hours). A Florida Resident Access Grant application must be submitted by the deadline. A completion rate of 12 hours per semester is required for renewal.

Federal Direct Student Loans

A federal loan program with a 5.6 – 6.8% interest rate range. Federal interest subsidies may be available to students with established financial need. Eligibility must be established using the general procedures previously described. A promissory note must be approved and the student must participate in an entrance counseling session prior to the receipt of the loan proceeds. It is the student's responsibility to notify the Financial Aid Office of his or her interest in this loan program. Requires a minimum enrollment of six semester hours.

Federal College Work Study

A federally funded employment program available on a limited basis. Students interested in working should contact the Financial Aid Office to inquire about eligibility.

GENERAL DEADLINES

Students are encouraged to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov at least six weeks in advance of registration. Be sure to follow the instructions and list **Rollins College, code 001515**, as a recipient of the information.

If mailed to the government's processing center, the results of Free Application for Federal Student Aid (FAFSA), and other supporting applications, must be received in the Financial Aid Office at least 30 days prior to the first day of registration. The Federal FAFSA process requires approximately six weeks in processing time. Therefore, the FAFSA should be completed and mailed eight weeks prior to the first day of registration. Late applications will be accepted, but tuition may not be deferred at registration. Late applicants should plan to pay their own tuition at registration. Reimbursement will be made if financial aid is approved at a later date.

Applications for the Florida Resident Access Grant will be accepted up until the deadline. Florida Resident Access Grants are available for fall and spring terms only. Late applications will be processed for subsequent semesters.

To receive a deferment of tuition pending receipt of financial aid, all steps in the application process including the Verification Review, if required, must be completed **at least 30 days prior to the first day of advertised registration**. If you are a late applicant, you must pay your tuition at registration. If you then qualify for late financial aid, your financial aid will be reimbursed to you. **A deferment of tuition is an extension of the payment due date. It is NOT a guarantee of eligibility for financial aid.** Students are ultimately responsible for payment of tuition.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations governing financial aid programs require students to maintain satisfactory academic progress. A minimum of a 2.0 GPA is required at all times. GPAs are checked once a year at the end of the spring term. A student who fails to maintain a cumulative 2.0 GPA will be placed on **Financial Aid Warning** for the next year. Aid recipients must also complete a minimum number of credit hours each year. A student who does not complete at least 67 percent of the courses for which he or she is enrolled will be placed on **Financial Aid Warning** for the next year. A student who does not complete at least 50 percent of the courses for which he or she is enrolled will be placed on **Financial Aid Termination** for the next year. A withdrawal from a class constitutes a class that was not completed and will affect a student's completion standard. An "F" grade constitutes a class that was not completed and will affect the GPA and the completion standard. Incompletes will not be treated as a completed course until a grade has been recorded for the class and will affect the completion standard. Repeated courses may be used to improve the GPA and will be counted for the GPA and completion standard in a given year. Transfer courses will not affect the Rollins GPA and will be used simply to determine the grade level of the student.

Financial Aid Warning: A student placed on Financial Aid Warning will have one year in which to bring his or her progress up to standard. This means bringing the cumulative GPA up to a 2.0 and completing at least 67 percent of credit hours attempted. Failure to bring progress up to standard by the end of the Warning year will result in automatic **Financial Aid Termination**.

Financial Aid Termination: A student whose eligibility for financial aid has been terminated may choose to either enroll in courses without financial aid until progress is reestablished or appeal to the Student Aid Appeals Committee. Students terminated due to a deficient GPA may reestablish eligibility by bringing the GPA above a 2.0. Students terminated due to completion may appeal for reinstatement after completing the equivalent of one full-time semester without financial aid.

Appeals: The Student Aid Appeals Committee may approve exceptions to the policy based on individual mitigating circumstances. The circumstances should involve unique one-time occurrences and should not involve issues that are recurring. Examples of mitigating circumstances might include severe illness, death of a family member, etc. To appeal, students must submit a letter of explanation along with copies of any documentation appropriate to support the appeal. The letter must be received by the Financial Aid Office no later than 30 days from the date of the termination letter. A student whose appeal is approved will have one additional semester in which to reestablish satisfactory academic progress. A student whose appeal is denied may file a second appeal after completing the equivalent of one full-time semester **without** financial aid and making no grade less than a “C.” This coursework may be taken at Rollins College or at another accredited college whose courses will transfer to Rollins. The decision of the Student Aid Appeals Committee is final and may not be further appealed.

Renewal Requirements for State of Florida Programs

The State of Florida requires the completion of a minimum of 24 semester hours with a cumulative 2.0 GPA during the regular academic year to renew most state aid. Failure to meet the completion requirement will result in cancellation of the award for the following year. A one-year probationary award may be granted to students who completed 24 or more semester hours but did not achieve a cumulative 2.0 GPA. Failure to meet the GPA requirements by the end of the probationary period will result in the cancellation of the award for the following year. Florida Bright Futures scholarships have a more stringent GPA renewal requirement than those mentioned above.

Repayment Requirements for Federal Aid Recipients Who Fail to Complete a Semester

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

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

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

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

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

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

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

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Perkins Loan
- Federal Direct PLUS/Grad Loan
- Federal Direct PLUS Loan
- Federal Pell Grant
- Academic Competitive Grant
- National Smart Grant
- Federal Supplemental Educational Opportunity Grant

Reduction of the above programs may create a balance that will be due from the student to the College. Any amount to be repaid directly by the student on a grant will be reduced to half. The student's share of a returned loan will be paid according to the terms of the promissory note. Aid from the institution will be reduced by the same percentage of credit given against tuition. The percent of credit given against tuition is dictated by the College refund policy. Rollins College policy does not include state programs in the return of Title IV aid, however, pending state legislation changes may require the return of Florida aid programs as well. State of Florida grant and scholarship programs will be finalized at the end of the drop/add period.

Rights and Responsibilities of Student Aid Recipients

Students receiving aid have the right to:

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

Students are responsible for:

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

For further information, please contact Terrie Cole, the [Hamilton Holt School Financial Aid Facilitator](#), at 407-646-2232.

Short-Term Loans

A no-interest, short-term loan program provided by the University Club of Orlando assists Holt students. Students must have recently completed a minimum of one semester in the Holt School and be in good financial and academic standing in order to apply. The loan, as funding permits, will provide tuition for one-half of the student's total tuition payment or up to \$75 per course for books and other expenses related to attending Rollins. Available fall and spring terms only, these loans must be repaid by the end of the semester.

To apply:

1. Contact the Hamilton Holt School office to receive proper forms.
2. Upon receipt of loan authorization from the Holt School, contact the loans and collection office for an appointment time to sign appropriate agreements.

DEADLINE: Published each term in the online class schedule.

Hamilton Holt School Scholarships

The Hamilton Holt School Scholarship Program provides financial assistance to qualified students. Central Florida businesses, individuals, and alumni of the Holt School fund the program. Most of the awards are based on past academic achievement, academic promise, leadership and service potential, and financial need; however, some awards may be reserved for students exhibiting exemplary academic performance, regardless of need.

To apply:

1. Individuals must apply before March 15 of each academic year.
2. Contact the Holt School office or visit the [Student Services](#) Web site to receive guidelines and appropriate forms.

Study Abroad Opportunities and Grants

As part of the institutional mission of Rollins College, the Hamilton Holt School is committed to the education of students for global citizenship ([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 at <http://www.rollins.edu/holt/schedule/offcampus.shtml> or by contacting Assistant Dean Sharon Lusk.



THE CURRICULUM

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

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

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

Master's degree programs available through the Hamilton Holt School are described in separate graduate publications.

GENERAL EDUCATION REQUIREMENTS

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

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

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

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

Expressive Arts (A)

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

expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study.

Knowledge of Other Cultures (C)

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

Knowledge of Western Culture (H)

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

Introduction to the Liberal Arts (I)

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

Awareness of Literature (L)

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

Oral Communication (T)

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

Scientific Perspective (P)

Humans live in and are part of the natural world. Our survival and success depends on our ability to understand, draw sustenance from, and sustain this world. These courses focus on understanding the nature of science: its discovery process, the scientific method, and the

historical sequence leading to major discoveries. Where possible, these courses discuss the social context of the science courses, and give examples of the interplay between science and society. A laboratory experience is required.

Quantitative Thinking (Q)

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

Writing Reinforcement (R)

In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. These courses require students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content. This 300-level advanced writing requirement has a prerequisite of Freshman Composition and must be completed at Rollins College.

Written Communication (W)

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

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

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

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

BACHELOR OF ARTS DEGREE REQUIREMENTS

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

General Education Requirements

All general education requirements must be fulfilled.

Residence

The last 36 hours (nine [9] full-credit courses) for the bachelor of arts degree must be taken at Rollins College Hamilton Holt School. At least one-fourth of a student's major and minor courses must be taken at Rollins.

Credit

Students must complete a minimum of 140 semester hours of academic work, at least 44 of which must be at the upper-division (300-400) level. Lower-level transfer courses may not be substituted for upper-division requirements unless approved by the appropriate academic department. Students may be required to take a number of overall elective courses in order to meet the semester-hour or upper-division requirement. A minimum of 16 semester hours must be from courses not used to meet either a general education or major requirement. No more than 25 percent of a student's courses may bear a business administration prefix.

Grade

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

Major/Minor

Students must satisfactorily complete the courses required for a major. The number of courses required varies between 12 and 17. Minors, consisting of six (6) to eight (8) courses, are optional. Students must earn a minimum GPA of 2.00 ("C") in the courses approved for the major and minor as accepted on the senior audit.

Majors

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

- Computer Science
- Economics
- English
- Environmental and Growth Management Studies
- Humanities
- International Affairs
- Music
- Organizational Behavior
- Organizational Communication
- Psychology

In addition to the majors listed above, students may pursue combined undergraduate/graduate study in the area of elementary education through the Accelerated Program for Learning to Educate (APLE). Further details are provided in the Academic Programs section.

Minors

Students have the option of completing any one minor consisting of eight courses in a specified area other than the student's major. A minor is not a requirement for graduation. A student may select a minor from the above list of majors or may minor in:

Business Administration
Women's Studies
Writing

Self-Designed Majors

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

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

Guidelines for Submission of a Self-Designed Major Proposal

1. Students proposing a self-designed major must have a grade point average of 3.33 or better.
2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee that reviews the senior research project.
3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.
4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.
5. The major must include a two-term, eight-semester-hour independent research project, (or combination of a four-semester-hour upper-level seminar and a one-term, four-semester-hour research project) integrating the major, to be completed in the senior year.

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

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

Declaring a Major

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

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

Responsibility for Requirements

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

SPECIAL CURRICULAR OPPORTUNITIES

INDEPENDENT STUDY

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

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

Research

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

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

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

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

Internship

To qualify, a student must have successfully completed the academic review process that follows admission to the program, must be of junior standing, and have a minimum 2.5 cumulative GPA. Students register for INT 395 Hamilton Holt Internship and participate in a mandatory orientation. Internships may be taken for two, three, or four semester hours of credit. Two semester hours of credit requires 80 hours of work, three semester hours of credit requires 120 hours of work, and four semester hours of credit requires 160 hours of work at or related to the internship site. In addition students will be required to develop five learning objectives, maintain a weekly journal, and submit a final paper. Internships are offered on a credit/no credit basis only, and generally fulfill overall elective credit only. Academic departments must approve internships to fulfill major or minor elective credits. Internships will not be approved as part of a course overload.

Leadership Distinction Program

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

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

Required Courses (5):

- INT 260 Foundations of Leadership (two-semester-hour course)
- INT 261 Leadership and Citizenship in Action (two-semester-hour course)

- Leadership Across the Curriculum (eight semester hours) – students choose two courses from a variety of designated and approved leadership courses on a semester basis. Courses from multiple fields, focusing on specific areas of faculty expertise, address leadership concepts as applied to the various disciplines.
- INT 390 Personalized Leadership Capstone (four-semester-hour course)

SECOND BACHELOR’S DEGREE

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

Candidates for a second bachelor’s degree must have the approval of their academic adviser and the Dean of the Holt School. Approval of a second degree will be based on the following criteria:

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

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

Students who are not approved for candidacy to a second degree may submit a written appeal within ten days of notification of the decision.

REGISTRATION

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

PAYMENTS

Tuition and fees are the responsibility of the student and are due at the time of registration, or by the published payment deadline. Methods of payment include cash, check, Discover, MasterCard, American Express, and authorized forms of financial aid. Late payment fees will be assessed for payments received after the published deadlines. A monthly payment plan is also available. (Please refer to the section on Tuition and Fees in the term scheduled for additional information.)

It is important for students to note that deferment of tuition for financial aid applicants is an extension of the payment due date, granted as a service to the student. It is NOT a guarantee of eligibility for financial aid. (Please refer to the section on Registration for Financial Aid

Applicants in the term schedule.) Students will be held personally and financially responsible for registrations they initiate, whether or not aid is ultimately approved.

CHANGES IN REGISTRATION

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 of the instructor or failure to attend class does not constitute withdrawal.** Students will be held academically and financially responsible for registrations they initiate.

AUDITORS

Audit registrations are accepted on a space-available basis. At the discretion of the instructor, some courses may be closed to auditors. Students who register as auditors will be charged 50 percent of the tuition for the course. Although regular attendance is expected of auditors, they are not liable for quizzes, examinations, and other assigned work, and they receive no credit for the course.

Students not originally enrolled as auditors who wish to change their status to that of auditor must do so in writing before the last published date to withdraw without penalty. They will not receive a tuition discount.

INTERNATIONAL AND OFF-CAMPUS STUDY

The Office of International Programs administers a range of semester off-campus programs and provides academic support for students who participate. Programs are available in Sydney, Australia; London, England; Münster, Germany; and Asturias, Spain. Additionally, students can participate in affiliated programs offered in cooperation with other colleges, universities, and associations: the Global Partners Program in Turkey; College Year in Athens, Greece (under the sponsorship of Southwestern University); Hollins University in Paris, France; Hong Kong Baptist University; the Intercollegiate Center for Classical Studies in Rome, Italy (through Associated Colleges of the South, ACS, affiliation); Lancaster University, England; American University's Washington Semester; and Columbia University's Biosphere 2 Program, Arizona.

Students pay specified tuition, room, board, and fees to participate. All programs receive at least 16 semester hours of credit. Such credit may be applied toward the major or minor and/or general education requirements as appropriate.

A number of two- to four-semester-hour short courses (Field Studies) are offered in December, January, over the Spring Break, and during the summer. These courses present an opportunity to study and travel internationally with a Rollins faculty member for one to four weeks. Costs vary between \$1,100 and \$3,500, excluding tuition. Travel opportunities have included courses in Costa Rica, Scotland, Guatemala, Peru, and New York. A six-week intensive language program is also available every summer in Madrid, Spain, as well as a six-week sustainable development program in Costa Rica.

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. Additional information is available at <http://www.rollins.edu/holt/schedule/offcampus.shtml> or by contacting Assistant Dean Sharon Lusk.

The Office of International Programs, located in Carnegie Hall on the Rollins Campus, is the starting point for any student considering off-campus study. Students are encouraged to visit the [International Programs](#) Web site.

ACADEMIC POLICIES

THE ACADEMIC CALENDAR

The academic calendar consists of a 15-week fall term, a 16-week spring term, one 12-week and two six-week summer terms. Students may select from traditional courses, intensive intersession courses, independent study, and international or off-campus study courses conducted by Rollins faculty members. These off-campus studies require supplemental funds.

THE CREDIT SYSTEM AND COURSE SCHEDULING FORMAT

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

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

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

COURSE LOAD

Fall and Spring Terms

It is highly recommended that fully employed students take no more than eight (8) semester hours per term. Three courses (12 semester hours) are considered to be a full-time course load. A 3.0 grade point average and the written permission of the adviser and Dean are required for a course overload (17 – 20 semester hours). Students who have incomplete grades from previous semesters are not eligible for approval of a course overload.

Summer and Intensive Terms

A full-time course load during the 12-week or the two six-week summer terms is eight (8) semester hours. A 3.0 grade point average (GPA) and the written permission of the adviser and

Dean are required for a course overload (9 – 12 semester hours). Students who have incomplete grades from previous semesters are not eligible for approval of a course overload.

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

Class Attendance

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

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

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.

Published Prerequisites

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

Withdrawal from a Course

It is the responsibility of the student to withdraw **in writing** to the Holt School office prior to the deadline published in each term schedule of courses (approximately midway through the term).

Student-initiated withdrawals. The student must withdraw in writing to the Holt School office by means of a drop/add form that must be initialed by a Holt School staff member. While it is expected that the student will extend the courtesy of informing the instructor, this will not suffice as an official withdrawal. A withdrawal in writing by mail is acceptable, provided that the Holt School office receives it by the last day to withdraw. Students who withdraw after the published dates or stop attending class at any time without notifying the Holt School will receive a "WF" for the course. This grade is equivalent to a failure. In rare instances, appeals may be made in writing and supported by documentation to the Student Appeals Committee of 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 (see Hardship Withdrawals below).

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.” For a faculty-initiated “W” to take effect, the instructor must indicate a “W” on the midterm rosters that are sent by the Holt School and returned to that office. A faculty-initiated “W” takes effect only if it is indicated on the midterm roster. After that date, only the Student Appeals Committee, with the approval of the Dean of the Holt School and the instructor, may authorize a “W.” Please note that while a faculty member may, as a service to the student, initiate such a withdrawal, it is not required that the instructor do so. The failure of an instructor to do so does not exempt a student from the responsibility to initiate such action on his or her own behalf. There is no refund for a faculty-initiated “W.”

Hardship Withdrawal

It is the practice of the 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. death in the immediate family or job relocation that can be substantiated in writing by an employer) may be considered on a rare basis. In such cases, students should submit to the Student Appeals Committee 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 should explain why the student did not withdraw during the published withdrawal period and should be submitted before the last week of classes for the term in question. Typically, no refund is provided for hardship withdrawals. The Student Appeals Committee may approve a partial refund as appropriate in exceptional cases.

REPEATED COURSE

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

CREDIT/NO-CREDIT OPTION

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

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

ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION

Students may also exercise a one-time option of late credit/no credit. In this option, students are permitted to declare a class late credit/no credit before the final exam period for the term in

which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

CLASSIFICATION OF STUDENTS

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

PERMISSION TO TAKE COURSES IN ANOTHER PROGRAM

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

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

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

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

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

HAMILTON HOLT SCHOOL STUDENT APPEALS COMMITTEE

The Student Appeals Committee of the Hamilton Holt School generally meets at the end of each month for the purpose of reviewing student appeals related to policy and procedures. Student appeals must be submitted in writing by the fifteenth of the month to be considered at the next meeting. (Forms are available in the Holt School office.) Such appeals should reflect college-level writing and detail the circumstances or the issues, clearly state the student's request, and include **original copies** of substantiating documentation on official letterhead as appropriate (e.g. physician statements, employer verifications, etc.). The Committee reserves the right to discuss the contents of an appeal with academic or administrative personnel as deemed appropriate and necessary for fair consideration. The Committee will review the merit and determine the appropriate resolution of student appeals. In most cases, decisions by the Committee are considered final. The Committee may refer exceptional cases to the Provost or other

administrative officials for review and/or resolution. Students will be informed in writing as to the outcome of their appeal.

GRADING SYSTEM

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

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

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

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

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

Grade F is failing.

The letter grades are assigned quality points as follows:

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

Incomplete Work

The grade "I" is assigned temporarily if the work is incomplete at the end of the course because of circumstances beyond the control of the student. Only the Dean of the Holt School and the Student Appeals Committee, with the approval of the instructor, may change a grade to "I" after formal grades have been received. Such a change would be approved only in the most exceptional of circumstances. It is the responsibility of the student to complete and submit a *Contract for an Incomplete Grade* prior to the conclusion of the course. The contract specifies the work that is to be done and the deadline for submission (up to 60 days from the last published date of the term). Instructors may, in exceptional circumstances, grant an extension of up to 60

additional days. Incompletes that are unresolved or unreported at the end of the deadline will automatically change to “F.”

GRADE CHANGES

Only an instructor may change the grade given in a course with the exception of a “WF.” The Student Appeals Committee with the approval of the Dean of the Holt School and the instructor may change a “WF.” Any such request for a change of “WF” must be written and submitted by the student within 90 days of the last day of the term, and will be approved only in extraordinary circumstance.

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

GRADE APPEAL PROCESS

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

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

If these conditions are met, the student may proceed with the appeal to the Student Appeals Committee by submitting a letter describing the situation to the Holt School Assistant Dean. This appeal must be made within 90 days of completion of the course. The Assistant Dean will request from the department chair a written account of the mediation process described above and its results, if any. The Assistant Dean may also request any other appropriate documentation. The Assistant Dean prepares all documents related to the case for submission to the Student Appeals Committee. The Dean of the Holt School shall receive the recommendation of the Student Appeals Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean is final.

DEAN’S AND PRESIDENT’S LISTS

Once students successfully complete the satisfactory academic progress review, they are eligible for Dean’s and President’s list consideration. Students taking two or more graded courses through the Holt School who achieve a 3.50 – 3.74 average with no incomplete or reserved grades for any given semester will be placed on the Dean’s List if their cumulative GPA is 2.0 or higher. Students meeting the same criteria with a semester GPA of 3.75 or above will be placed on the President’s List. Dean’s and President’s List recognition is noted on the student’s

transcript. Names of current Dean's and President's List students are prominently displayed in the Hamilton Holt School office.

GRADUATION

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

Graduation with Distinction

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

3.50 – 3.66	Cum Laude
3.67 – 3.83	Magna Cum Laude
3.84 – 4.00	Summa Cum Laude

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

ACADEMIC PROBATION AND DISMISSAL

Satisfactory Academic Progress

Hamilton Holt School students are expected to maintain an overall course completion rate of 67 percent and a minimum cumulative grade point average (GPA) of 2.0 to remain in good academic standing and demonstrate progress toward accomplishment of academic goals.

Academic Warning

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

Students who, at any time, fail to show academic progress by completing at least 67 percent of the hours for which they register will be placed on academic warning. A second term on academic warning will result in the loss of priority registration privileges for a period of two consecutive terms. Three terms on academic warning for failure to meet completion expectations will result in administrative withdrawal from the institution.

Academic Probation

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

Dismissal

1. A student who has been placed on academic probation must raise his or her cumulative GPA to 2.0 or be eligible for dismissal from the College. The probationary student must attain this average by the end of the third consecutive regular term after being placed on

probation (regular terms are fall, spring, and summer); **or** by the end of his or her fifth course after being placed on probation—whichever comes first. (Note: Students receiving Federal Veterans' aid must attain a 2.0 cumulative GPA by the end of the second consecutive regular term after being placed on probation or the VA will be notified of unsatisfactory progress so the VA can terminate benefits.)

2. A probationary student becomes eligible for dismissal if in any term he or she fails to show progress toward achieving a 2.0 by failing to maintain at least a 2.0 term-GPA during that term.
3. Students on academic warning for failure to meet the course completion expectation (67 percent of the hours for which they register) must demonstrate successful completion for a period of two consecutive terms after being placed on warning in order to avoid academic dismissal. Registration privileges are restored after two consecutive terms without completion violations.
4. Students dismissed from the Holt School or any other College program are dismissed from all programs of the College.
5. Students who are academically dismissed have 10 days to appeal the decision in writing.

Academically dismissed students may apply for readmission after one calendar year has elapsed. Dismissed students are strongly encouraged to complete at least one year of acceptable coursework at another accredited institution of higher education prior to requesting readmission to the Holt School. They should discuss this option with their Holt School program adviser to ensure that appropriate courses are completed. The Dean of the Hamilton Holt School must approve all readmissions.

Medical Leave

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

Similarly, the College may require a student to take a medical leave of absence if, in the judgment of the Dean of the Hamilton Holt School, 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. 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, spring, or summer semester. During this absence, the College expects the student to undergo professional healthcare treatment as the primary method of resolving the problem. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status. In such a case, the College may withhold admission until such time that appropriate treatment has been received.

A student on medical leave who wishes to return must initiate a request for readmission by writing a letter to the Dean of the Hamilton Holt School 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 student; any special conditions under which the student should be readmitted; and a recommended treatment plan to support the student's transition back to campus. To facilitate the decision for readmission, the student must grant permission for the off-campus healthcare provider to consult with the appropriate professional at Rollins, i.e., the Director of Counseling and Psychological Services or the Director of Health Services. Requests for readmission and the supporting documentation are due no less than three weeks prior to the first day of classes for the fall and spring semesters.

The information gathered is reviewed by a committee comprised of the Dean of the Hamilton Holt School, the Director of Counseling and Psychological Services, the Director of Health Services, and the Director of Student Services. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected to adhere to the prescribed conditions or requirements. Failure to do so may result in the student's dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

ACADEMIC CONDUCT

ACADEMIC HONOR CODE

The Philosophy of the Academic Honor Code

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

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

The Honor Pledge and Reaffirmation

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

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

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

Definitions of Academic Honor Code Violations

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

1. **PLAGIARISM.** Offering the **words, facts, or ideas** of another person as your own in any academic exercise.
2. **CHEATING.** Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an “in class” or “take home” examination, unless specifically authorized by the instructor, is prohibited.
3. **UNAUTHORIZED COLLABORATION.** Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.

4. **SUBMISSION OF WORK PREPARED FOR ANOTHER COURSE.** Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.
5. **FABRICATION.** Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.
6. **FACILITATING ACADEMIC DISHONESTY.** Helping another student commit an act of academic dishonesty.
7. **VIOLATION OF TESTING CONDITIONS.** Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.
8. **LYING.** Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff; (b) falsifying any college document or record by mutilation, addition, deletion, or forgery; or (c) lying to a member of the Honor Council or judicial affairs officer.
9. **FAILURE TO REPORT AN HONOR CODE VIOLATION.** Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

Reporting a Violation

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

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

Complaints must be made in writing and filed through the Office of the Dean of the Hamilton Holt School. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation.

Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

For additional information, please visit the Holt Academic Honor Code Web site:

<http://www.rollins.edu/holt/ahc>.

SOCIAL CONDUCT

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.

Jurisdiction

Although the College is not responsible or liable for student off-campus events or behavior, it does reserve the right, in the interest of protecting students from harm, to take action in response to behavior off campus that violates College expectations and policies and when the College's interests as an academic community are clearly involved. College policies govern students participating in Rollins or Rollins-affiliated study abroad programs during the regular terms or the Winter Intersession.

Social Conduct, Rules, and Regulations

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

1. Intentional disruption or obstructions of teaching, research, administration, disciplinary proceedings, or other institution activities and operations.
2. Physical, mental, or verbal abuse of any person on institution premises or at institution-sponsored or supervised functions.
3. Theft of, or damage to, property on institution premises.
4. Failure to comply with directions of institution officials acting in performance of their duties.
5. Violation of any local, state, or federal law.
6. The possession, use, or sale of firearms, ammunition, combustibles, fireworks, explosive devices, or other dangerous weapons on campus.
7. Theft or other abuse of computer time. Includes but is not limited to:
 - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
 - Unauthorized transfer of a file.
 - Unauthorized use of another individual's identification and password.
 - Use of computing facilities to interfere with the work of another student, faculty, member or College official.
 - Use of computing facilities to interfere with normal operation of the College computing system.
 - Use of computing facilities to violate federal, state, or local laws or College policy.

8. Misuse of campus facilities. Access to Rollins College facilities is limited to Rollins students, faculty, staff, and authorized visitors. Student organizations must be registered with the Holt School office in order to access facilities without being charged. Unauthorized or illegal use of the facilities is prohibited.
9. Excessive drinking and intoxication, or any violation of laws regarding alcohol and/or illegal substances.
10. Discrimination and harassment. The College values an atmosphere that is free of all forms of discrimination and harassment, and will endeavor to prevent discrimination because of race, color, religion, gender, sexual orientation, national origin, age, handicap, or military service. A Grievance Procedure has been established to respond to allegations of discrimination and harassment.
11. Misuse of identification cards. Lending of Rollins identification cards for any purpose to anyone, failure to present it when requested by a college official, or falsification/alterations of identification cards is prohibited.

Judicial Authority

The Dean of the Holt School is responsible for student discipline. This authority shall not be construed to remove the institution's right to impose reasonable academic sanctions, sanctions involving contractual agreement between the student and the institution, or sanctions because of conviction for criminal offense or civil matter.

Emergency Suspension

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

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

Administration of Student Social Conduct

A. Reporting Infractions

1. Any student, faculty, or staff member of Rollins College may report a rule infraction or disturbance of campus life to the Dean of the Hamilton Holt School.
2. The Dean shall review such reports and shall decide if the report is substantive. The appropriate administrative action will be determined.
 - a. Referral to the appropriate committee of the college governance.
 - b. Administrative action by the Dean of the Hamilton Holt School.
3. If the Dean or the committee cannot agree on a method of disposition, the Dean shall consult the Provost who will decide the method of disposition.

B. Penalties

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

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

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

C. Appeals

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

STUDENT DISCRIMINATION GRIEVANCE PROCEDURE

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

Rollins College is committed to creating and maintaining a community in which students, faculty, and administrative and academic staff can work together in an atmosphere free from all forms of

discrimination. Specifically, every member of the College community should be aware that Rollins is strongly opposed to discrimination, including sexual harassment, and that such behavior is prohibited by College policy. It is the intention of the College to take whatever action may be necessary to prevent, correct, and, if necessary, discipline for behavior that violates this policy.

Eligibility and Time for Filing

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

Overview

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

If a student seeks the advice of the Dean on a matter of sexual harassment, sexually inappropriate behavior, or any kind of discriminatory behavior, the Dean must report this behavior to the Provost. Every effort will be made to insure the confidentiality of the complainant. No student shall be disciplined for filing a good faith grievance or report of discrimination or inappropriate behavior.

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

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

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

Reprisals

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

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

Confidentiality

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

Burden of Proof

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

Mediation

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

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

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

Grievance Investigation

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

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

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

Appeals

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

The grievance committee shall be formed as follows. The Provost, with the assistance of the appropriate Dean will select a list of 10 faculty, staff, or student members. A list of these 10 individuals will be provided to the Complainant and Respondent. The grievance committee shall consist of one individual chosen by the Complainant, one individual chosen by the Respondent, and a third chosen by mutual agreement of the two parties. If mutual agreement is not reached, the Provost will select the third member of the grievance committee. The grievance committee shall review the complaint, any response, any report of the appropriate Dean or his/her agent, any documents provided by Complainant or Respondent, and all other documents it deems appropriate. The grievance committee shall also have the option, but not the obligation, to schedule a hearing and take testimony from the parties and other witnesses. Upon conclusion of its review and/or investigation, the hearing committee will deliberate and shall make a written report, including its conclusions and recommendations to the Provost. The Provost shall then have the option of amending his/her determination based on the recommendations of the grievance committee. The Provost’s determination shall then be final.

DRUG FREE SCHOOLS AND COMMUNITIES ACT

In compliance with the Drug Free School and Communities Act of 1989, the philosophy and educational services provided by Rollins College are located on the Web site of the [Office of Human Resources](#). All members of the academic community—students, faculty, administrators, and staff—share in the responsibility for protecting and enhancing an environment committed to the pursuit of this objective while maintaining the highest standards of professional and personal conduct. The illegal and/or abusive use of drugs or alcohol by any member of the academic community adversely affects the educational environment. Rollins College is therefore committed to having a campus that is free of illegal drug use and drug or alcohol abuse.

THE GRADUATE RECORD EXAMINATION

All students who are interested in graduate schools are urged to take the Graduate Record Examination (GRE) during their final year of study. Many graduate schools either require or request candidates to take this examination. For more information on the GRE, call KAPLAN at 800-527-8378.

INTELLECTUAL PROPERTY POLICY

The College's policy on intellectual property can be found in the Rollins College Faculty Handbook located on the Web site of the [Office of the Vice President for Academic Affairs and Provost](#). This policy is meant to encourage and support faculty, staff, and student research; to protect the rights and interests of College constituents as well as the College itself; and to provide College constituents with information that will guide understanding of intellectual property and its application at Rollins College. All faculty (full-time and adjunct), staff, student employees, and students, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects at Rollins College are bound by this policy.

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

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

TRANSCRIPTS

Requests for official transcripts must be made in writing to the Holt School office, Rollins College, 203 East Lyman Avenue, Winter Park, FL 32789-4499. Transcripts cannot be issued for students who have an outstanding balance in their College account.

The fee for each transcript requested is \$5.00. Rush and express mail services are available for an additional fee. Automated instructions for ordering transcripts are available by calling 407-646-2269, or students may download a copy of the form from the [Student Services](#) Web site at <http://www.rollins.edu/holt/forms/HoltTranscriptRequestForm.pdf>.

Please note that transcripts will not be issued for persons on Bursar Hold or in default on any student loan.

ACCESS TO STUDENT EDUCATIONAL RECORDS

In accordance with the family Educational Rights and Privacy Act of 1974, as amended (often referred to as the "Buckley Amendment"), currently enrolled and former students have the right to review, inspect, and challenge the accuracy of their Rollins educational records. Educational records are maintained in the offices of the Holt School, Student Records, Bursar, and Financial Aid. A more thorough explanation of a student's rights and privileges under this law is available upon request.

The Family Educational Rights and Privacy Act (FERPA) permits the release of certain directory information: name, class, hometown and state, telephone listing, major field of study, participation in the officially recognized sports, weight and height of members of athletic teams, dates of attendance, degrees, awards and honors achieved in the curricular and co-curricular life of the College, the most recent previous educational institution attended by the student, and individually identifiable photographs of the student solicited or maintained directly by Rollins as part of the educational record. Rollins College will make the educational record available to parents or guardians when the student is claimed as a dependent with the Internal Revenue Service.

Records are not released without the **written consent** of the student, except in the following situations:

- To school officials who have legitimate educational interest or need to know.
- Where the information is classified as “directory information.” Students who do not wish to have such information released without their consent must submit a written request to the Holt School office.
- Third parties as permitted by FERPA statute number 99.31, such as financial aid auditors, accreditation agencies, and in health or safety emergencies.

RETENTION OF RECORDS

Rollins College keeps 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. Some records are kept for one year and others for five years after graduation or date of last attendance. Questions about specific documents should be addressed to the Assistant Dean.

ACADEMIC PROGRAMS

BUSINESS ADMINISTRATION (Minor)

The Business Administration minor can be combined with any academic major. Business courses are open to anyone (regardless of major or minor) with an interest in business. The courses emphasize setting objectives, processing information, making decisions, implementing strategies, and evaluating consequences. Each course integrates appropriate historical, economic, social, legal, ethical, political, international, and multicultural issues. The courses provide students opportunities to participate in discussions, make oral presentations, write reports, conduct library and original research, and use personal computers.

The Business Administration minor requires six courses.

Requirements for the Minor (6 courses)

Students are required to complete five (5) core courses:

- BUS 260 Financial Accounting
- BUS 280 Managerial Accounting
- BUS 336 Management and Leadership
- BUS 337 Marketing
- BUS 338 Financial Management

Students must also select at least one of the following courses as an elective:

- BUS 317 Personal Finance
- BUS 342 Human Resource Management
- BUS 348 Investments
- BUS 369 International Business
- BUS 375 Advertising and Promotion

Consistent with the accreditation requirement of the AACSB International—The Association to Advance Collegiate Schools of Business—no more than eight undergraduate business administration courses may count toward the bachelor’s degree.

COMPUTER SCIENCE (Major, Minor)

The Computer Science (CS) curriculum for the Holt School reflects the focus and content recommended for computer science curricula at liberal arts institutions by the Association for Computing Machinery (ACM) in *Computing Curricula 2001 for Computer Science*. The CS major provides students with a strong foundation of computer science coursework emphasizing software development. Completion of this major prepares students to design and implement computer-based solutions in a variety of areas, e.g., knowledge management, e-commerce, or client-server applications.

Admission to the Computer Science Major: Students may not accrue more than 12 semester hours in computer science without declaring computer science as a major or minor. Upon declaring computer science as a major, students must complete all lower-level (i.e., 100- and 200-level) core courses with a grade of “C” or higher. If a student receives a grade in any of these courses lower than a “C,” the student must retake the course and pass it with a grade of

“C” or higher prior to enrolling in any other computer science course. Lower-level core courses may be repeated a maximum of one time to satisfy this requirement. If a student does not receive a grade of “C” or higher on the second attempt, the student will not be permitted to continue in the major. Students will receive credit hours for one attempt only. In most cases, financial aid does not apply to repeated courses. Students must maintain a major GPA of 2.0 or higher at all times.

Students may not enroll in more than two core courses in any given semester. Students will not be permitted to take any CS course without first having completed or transferred in the appropriate prerequisite(s). If the prerequisites are satisfied with transfer credits, a student may be required to take a proficiency exam (at the program coordinator’s discretion) to prove an adequate level of foundational knowledge and skills to proceed. All core courses must be completed **prior** to enrolling in CMS 497.

Requirements for the Major (12)

Core Courses (10)

CMS	150	Introduction to CS Mathematics
CMS	167	Introduction to Computer Programming
CMS	170	Data Structures
CMS	201	Applied CS Mathematics
CMS	230	Introduction to Computer Systems
CMS	270	Object-Oriented Programming
CMS	330	System Software Principles
CMS	351	Database Design
CMS	375	Networking
CMS	497	Senior Project

Elective Courses (2)

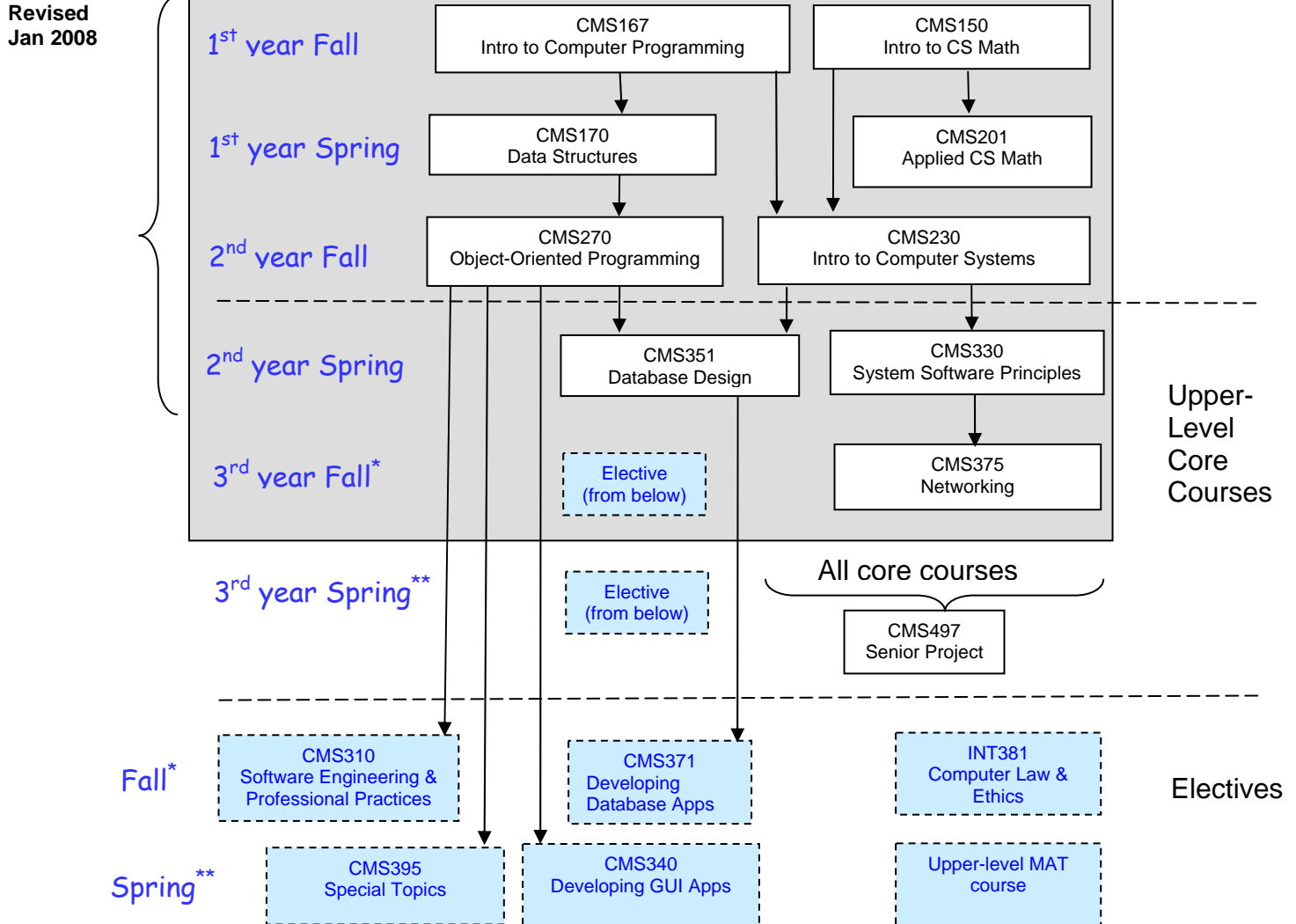
CMS	310	Software Engineering and Professional Practices
CMS	340	Developing GUI Applications
CMS	371	Developing Database Applications
INT	381	Computer Law and Ethics
CMS	395	Special Topics
any 300- or 400-level MAT course		

Requirements for the Minor (8)

Students must complete CMS 150, 167, 170, and 230 with a “C” or higher prior to being accepted into the Computer Science minor. The CS minor requires completion of all core courses **except** CMS 375 and 497.

Computer Science Course Flow

The following chart graphically depicts the order that courses are to be taken along with the term/year (assuming starting the program in the Fall term):



ECONOMICS (Major, Minor)

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

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

ECO	108	Quantitative Methods for Economics
ECO	212	Principles of Economics I (Micro)
ECO	213	Principles of Economics II (Macro)
INT	221	Statistics for the Social Sciences

Major/minor admission requirements:

- Submission of the application to the Economics major/minor (deadline for Fall admission is August 15; deadline for spring admission is December 15).
- A minimum GPA of 3.0 in the required four courses is generally expected for admission.
- A minimum GPA of 2.5 for all coursework is the general expectation.
- The top candidates will be admitted to the major or minor each year based upon the number of available seats.

Requirements for the Major (12)

Remaining Core Courses

ECO	303	Intermediate Microeconomics
ECO	304	Intermediate Macroeconomics

Electives

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

Requirements for the Minor (6)

Admission to the Economics minor

Two electives in economics at the 200, 300, or 400 level

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

MAT 111 & 112 Calculus I and Calculus II
MAT 219 Probability and Statistics

EDUCATION

The Hamilton Holt School and the Department of Education offer two options for students who wish to enter the teaching profession. The Department of Education offers certification in selected secondary (6 – 12) subjects (Music, Social Science, and English) and the Accelerated Program for Learning to Educate (APLE) for students who plan to teach in grades kindergarten through six. Admission to the Teacher Education Program requires a passing score on the General Knowledge Test of the Florida Teacher Certification Examination (FTCE) and a cumulative grade point average (GPA) of 2.5 or higher.

I. Certification in Selected Secondary (6 – 12) Subjects

As soon as a student decides to seek certification, he or she must apply for admission to the Teacher Education Program. Applications (Form I-S) are available in the office of the Hamilton Holt School. A student must be admitted to Teacher Education before enrolling in courses for certification.

Course of Study

Students seeking teacher certification at the secondary level must see Scott Hewit, Director of Teacher Education, for advisement before being admitted to the Teacher Education Program. They must then complete the major in Music or English, or a series of courses in the Social Sciences, together with courses required to meet Florida's Core Curriculum.

- A. Core courses in professional education
- B. Appropriate secondary course sequence
- C. Clinical experience, including Student Teaching

A. Core Courses

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

B. Secondary Course Sequence

- EDU 335 Content Area Reading in Secondary Schools
 - EDU 407 Teaching and Learning in Diverse Secondary Schools
 - EDU 417 Teaching (Particular Subject) in Middle and Secondary School
 - EDU 417L Teaching (Particular Subject) in Middle and Secondary Schools Lab
- *EDU 417 and 417L must be taken concurrently

Students pursuing certification in Music (K – 12) must also complete EED 317 Music for Elementary Schools.

By completing this sequence, English majors seeking certification in English 6 – 12 also complete the coursework required for the ESOL endorsement.

C. Student Teaching

A teaching internship in the area in which the student is to be certified is required. All requirements and prerequisites must be met before placement as a student teacher, including the submission of passing scores on the General Knowledge (GK) and Professional Education (PED) tests of the Florida Teacher Certification Exam (FTCE), a minimum GPA of 2.5, and satisfactory progress toward completion of the Expanded Teacher Education Portfolio (ETEP). Students are encouraged to complete the Subject Area Exam (SAE) prior to Student Teaching. Information and applications for Student Teaching are available in the Holt School and Department of Education offices. To ensure placement, the application for Student Teaching must be completed and submitted to the Department of Education by the following dates:

February 20	Fall Placement
September 20	Spring Placement

The forms are filed with and reviewed by the Director of Student Teaching.

Students seeking secondary certification and who are approved for Student Teaching must enroll in EDU 491 Student Teaching: Secondary. The Student Teaching experience consists of placement as a full-time teacher for a 14-week period in an approved area school. All student teachers must also take EDU 470 Competencies for the Beginning Teacher, with the student teaching experience. Students seeking certification must pass all sections of the Florida Teacher Certification Examination (FTCE), including the General Knowledge Test (GK), the Professional Education Exam (PED), and Subject Area Exam (SAE), prior to graduation.

II. The Accelerated Program for Learning to Educate (APLE)

This program represents a joint effort between the Hamilton Holt School and Graduate Studies in Education. It provides students the opportunity to earn credits toward Florida Teacher Certification in Elementary Education (K – 6) while completing their bachelor of arts degree in a Holt School major area of study.

A. Course of Study: Professional Education Courses*

Sophomore/Junior Year

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

Senior Year

A maximum of six (6) credit hours in undergraduate methods courses.

Selections include either:

EED 363	Social Studies for Elementary Schools and
EED 364	Social Science for Elementary Schools

or:

EED 317	Music for Elementary Schools (2) and
EED 318	Art for Elementary Schools (2) and
EED 367	Health and Physical Education Programs in Elementary Schools (2)

*These courses are cross-listed with evening graduate courses.

Undergraduate students must apply to the Teacher Education Program (Form I-S) and submit passing scores on the General Knowledge (GK) test of the Florida Teacher Certification Exam (FTCE) before completing their first course in the Department in order to take courses toward Florida Teacher Certification in Elementary Education (K – 6). Formal application to the Master of Arts in Teaching (MAT) in Elementary Education will be made in the student's senior year. (Please see a Graduate Studies Coordinator for admission procedures.)

Remaining graduate courses after completion of the bachelor's degree:

EDU	500	Pre-Internship Field Experience (1)
EDU	509	Foundations of Reading (3)
EED	512	Instructional Strategies for the Diverse Elementary School (3)
EDU	533	Student Teaching: Elementary (one Semester – nine semester hours of credit), taken with
EDU	540	Seminar in Classroom Management (3)
EED	536	Research in Elementary Education (3) Prerequisite: 9 credits in the program
EED	560*	Laboratory in Elementary School Music (2)
EED	561*	Laboratory in Elementary Art (2)
EED	563	Teaching Mathematics in Elementary School (3)
EED	563L	Elementary School Mathematics Lab (1)
EED	564*	Teaching Elementary School Science (3)
EED	566*	Teaching Elementary School Social Studies (3)
EED	567*	Health and Physical Education Programs in Elementary Schools (2)
EED	568	Language Arts and Content Area Instruction (3) Prerequisite: EDU 509
EED	569	Literature for the Elementary School Child (3)
EDU	575	Diagnostic Techniques in Reading (3)

*May be taken as undergraduate courses in the APLE Program

Course descriptions for graduate-level courses may be found in the Graduate Studies Catalog. Undergraduate students interested in the APLE should first consult with Scott Hewit, Program Adviser, in order to develop an individual plan of study.

All APLE students and English majors with teacher certification must successfully complete the coursework required for the ESOL endorsement. Coursework for APLE students includes, but is not limited to EDU 271, EDU 280, and EDU 324. ESOL coursework for English Majors with teacher certification includes EDU 271, EDU 280, EDU 324, EDU 335, and EDU 407. These courses are part of the state-approved teacher certification programs in Elementary Education and English with teacher certification.

ENGLISH (Major, Minor)

Students who study English learn to read critically, think logically, and speak and write effectively. The English curriculum also offers skills that can be used as an essential part of pre-professional training or for access into government or business. English majors often go on to

graduate work in English, law, or business. Others pursue careers in writing, publishing, and management.

Twelve courses are required for the English major.

Requirements for the Major (12)

Core Courses (6)

ENG 201 Major English Writings I

ENG 202 Major English Writings II

ENG 221/321 Selected Studies in World Literature

ENG 303 Historical Approaches to American Literature

ENG 304 Genre Study in American Literature

ENG 374 Editing Essentials OR ENG 380 Language Studies

Electives in Literature, Writing, or Film (6)

Two at any level

Three at the 300 level or higher

One at the 400 level or higher

Note: ENG 140 Composition: Writing about Selected Topics, ENG 224 Review of Grammar, Punctuation, and Usage, ENG 225 Practices of Effective Writing, and ENG 300 Expository Writing may not be used as electives in the English major.

Policies for the Major

Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.) Students in both the English major and the writing minor may count only one (1) course toward both programs.

Requirements for the Minor (6)

Core Courses (2)

ENG 201 Major English Writings I

ENG 202 Major English Writings II

ENG 221/321 Selected Studies in World Literature

ENG 303 Historical Approaches to American Literature

ENG 304 Genre Study in American Literature

Electives in Literature, Writing, or Film (4)

Two at any level

Two at the 300 level or higher

Note: ENG 140 Composition: Writing about Selected Topics, ENG 224 Review of Grammar, Punctuation, and Usage, ENG 225 Practices for Effective Writing, and ENG 300 Expository Writing may not be used as electives in the English minor.

Policies for the Minor

Students wishing to take ENG 303 Historical Approaches to American Literature or ENG 304 Genre Study in American Literature without first taking a 200-level literature course must obtain the consent of the instructor.

ENVIRONMENTAL AND GROWTH MANAGEMENT STUDIES (Major, Minor)

The Environmental and Growth Management Studies major analyzes the origins, processes, problems, and possibilities of creating a more sustainable society.

The Orlando Metropolitan Region offers an ideal laboratory for these tasks. Nationally recognized projects such as the Wekiva GeoPark and Celebration have placed Central Florida in the forefront of environmental protection and sustainable design. In addition, Rollins lies in the heart of Winter Park, one of America's signature traditional towns. These opportunities offer students valuable learning experiences with full-time faculty and adjuncts in the environmental, planning, legal, and design professions.

Students may major in one of two tracks: Environmental Studies or Growth Management Studies.

Requirements for the Major (12)

Core Courses (4)

- ENV 189 Environmental Crisis
- ENV 220 Field Botany **or** ENV 325 Natural Habitats of Central Florida
- ENV 300 Land Use Controls
- ENV 389 Environmental Planning

Students select four elective courses from either the Environmental Studies or Growth Management Studies tracks, one at the 300 level.

Environmental Studies track

- ENV 120 Biosphere
- ENV 130 Geosphere
- ENV 216 Ecology
- ENV 270 Environmental Literature

Growth Management Studies track

- ENV 289 Nature in the City
- ENV 302 Traditional Town Planning
- GMS 191 Humanscapes: The Urbanization Process
- GMS 200 Pursuing the American Dream: Housing In America **or**
- GMS 201 Historic Preservation
- GMS 302 Citizen Participation and Community Dynamics

Four GMS, ENV, PSY, or ECO elective courses selected in consultation with an adviser, two of which must be at the 300/400 level.

Requirements for Minor (7)

Students complete the core and three ENV or GMS courses.

HUMANITIES (Major, Minor)

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

Twelve courses must be completed for the major; however, since there is no rigid sequence of requirements, students may design an individual program within the course offerings.

Requirements for the Major (12)

Core Courses:

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

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

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

Portfolio

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

Final Project

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

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

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

Requirements for the Minor (8)

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

INTERNATIONAL AFFAIRS (Major, Minor)

The growing international interdependence among nations makes a significant impact on the daily lives of U.S. residents, many of whom are uninformed about the cultural, political, economic, and business institutions of other countries. The International Affairs (IA) major provides a multinational perspective to a liberal arts education. The program prepares students for careers in government and industry, for more informed citizenship, and for graduate studies.

Requirements for the Major (15)

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

Cultures and Language (5)

ANT	200	Cultural Anthropology
ANT	252	Cultures of China

ANT	254	Cultures of Japan
ANT	305	Cinema and Society in China
ANT	340	Vietnam: A Cultural Way
ANT	355	Dynamics of Socio-Cultural Change
ANT	426	Youth Cultures
INAF	125	Politics and Culture of the Middle East
INAF	322	Islam, Culture & Politics
JPN	101	Elementary Japanese I
JPN	102	Elementary Japanese II
JPN	201	Intermediate Japanese I
MUS	260	Music of the World's Peoples
REL	113	World Religions: Far Eastern
REL	114	Jews, Christians, Muslims
RSN	205	Land of the Firebird: The Art and Culture of Russia
RSN	230	Great Russian Writers
SPN	101	Elementary Spanish I
SPN	102	Elementary Spanish II
SPN	201	Intermediate Spanish I
SPN	202	Intermediate Spanish II

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

History and Politics (select 4)

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

HIS	308	World War II
HIS	328	European Diplomacy, 1848 to World War II
HIS	336	The Dictators of Modern Europe, 1920–1930
HIS	362	History of American Foreign Policy
HIS	363	Hitler and Nazi Germany
INAF	100	Introduction to Comparative Politics
INAF	125	Politics and Culture in the Middle East
INAF	130	Introduction to International Politics
INAF	200	International Relations
INAF	215/315	Topics in International Relations
INAF	310	Terrorism: A Global Challenge
INAF	322	Islam, Culture & Politics
INAF	340	U.S. Foreign Policy in the Middle East
INAF	356	Asia in International System
INAF	384	East Asian Politics
INAF	386	South Asian Politics

Economics and Business (select 3)

BUS	369	International Business
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ECO	212	Principles of Economics I (Micro)
ECO	213	Principles of Economics II (Macro)
ECO	237	International Economic Relations
ECO	307	International Economics
ECO	318	Economic and Monetary Integration of the European Community
ECO	327	Comparative Economic Systems
ECO	351	Economic Development
ECO	407	International Finance
INAF	320	International Business Development

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

Requirements for the Minor

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

MUSIC (Major, Minor)

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

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

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

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

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

Requirements for the Major (14)

Core Courses (7)

MUS	151	Theory 1 (Harmony) with Lab
MUS	152	Theory 2 (Harmony) with Lab

MUS	190	Introduction to Music & Technology
MUS	251	Theory 3 (Counterpoint)
MUS	252	Theory 4 (Chromatic Harmony & Introduction to Analysis)
MUS	361	Music History: Renaissance/Baroque
MUS	362	Music History: Classic/Romantic

Performance Courses (3)

MUA	200	Music Ensembles: One per term at Rollins College/four terms minimum *Note: Not all ensembles will be offered every semester.
MUA	201/301/401	Applied Music for the Major/Minor (2 semester hours credit) One per term at Rollins College/four terms minimum

Elective Courses (4)

Four electives, at least three at 300/400 level

Requirements for the Minor (7)

MUS	151/152	Theory I and II (Harmony) with Lab
MUA	200	Music Ensembles (four terms at Rollins College at 1 semester hour credit each)
MUA	201/301/401	Applied Music (2 semester hours credit each) One per term at Rollins College/four terms minimum

Two electives, at least one at 300/400 level

ORGANIZATIONAL BEHAVIOR (Major, Minor)

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

Organizational Behavior majors must complete 12 courses.

Requirements for the Major (12)

Core Courses (8)

PSY	101	Introduction to Psychology
PSY	211	Social Psychology or
PSY	317	Group Dynamics
PSY	301	Research Methods
PSY	304	Statistics and Decision Making
PSY	306	Tests and Measurements
PSY	330	Organizational Behavior
PSY	407	Organization Development
PSY	316	Ethics or
BUS	336	Management & Leadership or
COM	340	Organizational Law

Interdisciplinary and Application Courses (select 4)

BUS	336	Management and Leadership
BUS	342	Human Resource Management
COM	301	Designing Effective Organizations
COM	305	Listening
COM	315	Topics: Any course
COM	340	Organizational Law
COM	421	Organizational Communication
PSY	315	Topics: Any course (with exception of 315V American Red Cross)
PSY	316	Ethics
PSY	480	Senior Research Seminar

Students majoring in Organizational Behavior may not minor in Psychology.

Requirements for the Minor (8)

Core Courses (5)

PSY	101	Introduction to Psychology
PSY	211	Social Psychology or PSY 317 Group Dynamics
PSY	301	Research Methods
PSY	330	Organizational Behavior
BUS	336	Management & Leadership or COM 340 Organizational Law

Interdisciplinary and Application Courses (3)

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

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

ORGANIZATIONAL COMMUNICATION (Major, Minor)

Organizational Communication is the study of the exchange and interpretation of information between and within organizations. Communication is important to both organizations and to the people in them because human communication fuels the organization and because an individual's ability to succeed in the workplace is determined largely by communication skills. The Organizational Communication major is designed to prepare students to communicate more effectively in the organizational environment. Thirteen courses are required for the major.

Requirements for the Major (13)

Core Courses (8)

COM	110	Public Speaking
COM	220	Interpersonal Communication
COM	300	Communication Theory
COM	303	Communication Ethics
COM	305	Listening
COM	395	Communication Research
COM	421	Organizational Communication
COM	480	Seminar in Organizational Communication

Elective Courses (select 5):

Five elective courses in Organizational Communication

Requirements for the Minor (8)

The minor in Organizational Communication consists of the following courses: COM 110, COM 220, COM 300, COM 421, and any four elective courses in Organizational Communication.

PSYCHOLOGY (Major, Minor)

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

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

Requirements for the Major (48 semester hours)**Core Courses (12 semester hours)**

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

Major Options (12 semester hours)

Select any three from the seven listed below. Courses not used as major options may be used as major electives.

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

Major Electives (24 semester hours)

Six electives in Psychology, at least four at the 300/400 level.

Requirements for the Minor (8)

Persons planning to minor in Psychology will take PSY 101, PSY 301, PSY 304, one 200-level core course, two 300-level core courses, and two Psychology electives, one of which must be at the 300/400 level.

Note: PSY 315V American Red Cross may not be used as an elective in the Psychology major or minor. Students who are majoring in Organizational Behavior may not minor in Psychology.

WOMEN'S STUDIES (Minor)

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

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

Requirements (6)

Core Courses (3):

WMS	205	Introduction to Women's Studies
PHI	314A	Topics in Philosophy: Feminist Theory
WMS	350	Feminist Methodology or an independent research project

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

WRITING (Minor)

Students seeking personal enrichment through writing as well as those seeking skill and versatility in professional arenas will be well served with a minor in Writing. In addition to its emphasis on expressive and creative writing, courses in this minor offer training and practice in writing skills and discourse forms found in public, professional, and academic contexts.

Requirements (6)

Students minoring in Writing will take three (3) core courses listed below and three (3) courses selected from the list of electives.

Core Courses (3):

(Prerequisite ENG 300 Expository Writing)

ENG	260	Writer's Studio
ENG	360	Creative Nonfiction Workshop or
ENG	367	Creative Writing Workshop
ENG	374	Editing Essentials

Elective Courses (select 3):

ENG	167	Introduction to Creative Writing
ENG	205	Language Studies
ENG	210	Patterns of Persuasion in Public Writing
ENG	267	Topic: Techniques in Writing
ENG	268	Saturday Writing Intensives
ENG	271	Personal Writing
ENG	273/373	Journalistic Writing
ENG	276	Writing for the Future
ENG	295/395	Studies in Nonfiction: Biography, Writing in the Community, Environmental Writing
ENG	360	Creative Nonfiction Workshop: Autobiography & Memoir, Personal Essay, Travel Writing, Literary Journalism
ENG	361	Writing for the Professions
ENG	367	Creative Writing Workshop: Poetry, Fiction, Nonfiction, Children's Writing, Screenwriting
ENG	375	The Critic's Role: Review Writing
ENG	379	Rhetorical Criticism
ENG	385	Prose Style
ENG	459	Writer's Portfolio
ENG	467	Advanced Creative Writing Workshop
ENG	482	Writing for Publication
ENG	397/497	Internship in Writing
ENG	498	Independent Writing Projects

Portfolio Requirement

In the semester prior to the semester they intend to graduate, students must inform the Holt School and the Director of Writing Programs of their intention to graduate with a minor in Writing by the following dates: October 1 for spring graduation and February 1 for summer/fall graduation. Upon completion of their course audit by the director of Writing Programs, students will receive a letter informing them of procedures for submitting the Writing Portfolio. Students whose portfolios are not judged acceptable by the English Department will not be awarded the minor in Writing. In this event, writing courses will count as electives in the students' courses of study.

COURSE DESCRIPTIONS

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

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

ANT 203 Contemporary Problems of Indigenous Cultures of North America

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

ANT 205/305 Topics in Anthropology

Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ANT 206 Anthropological Perspectives on Love and Marriage

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

ANT 210 Human Evolution

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

ANT 212 Race & Ethnic Relations

An interdisciplinary, cross-cultural course intended to provide an overview of the social and political construction of racism in the United States. Students will review the unique cultural and political struggles of Native Americans, African Americans, and Asian Americans as they attain Western identity.

ANT 215 Human Ecology

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

ANT 228 Introduction to Archaeology

Surveys origins and cultures of early civilizations, including hunter-gatherers, the Neolithic, Sumerians, Egyptians, Mayans, Aztecs, and Incas. Contrasts ancient customs and processes of cultural change with those of modern civilization. Suitable for nonmajors.

ANT 251 Native American Cultures

This course provides an introduction to indigenous North American cultures through an anthropological perspective. Emphasis is placed on prehistorical and historical periods, social organization, ecology, and cultural change. The goal of the course is to provide a basic understanding of indigenous cultures and to encourage a sensitivity to indigenous issues.

ANT 252 Cultures of China

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

ANT 254 Cultures of Japan

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

ANT 275 Culture, Biology, & Society

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

ANT 280 Social Gerontology

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

ANT 300 Development of Anthropological Thought

Traces the development of classic anthropological thought. Prerequisite: Major and junior/senior status or consent.

ANT 305 Topics in Anthropology

Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ANT 323 Method and Theory in Archaeology

Presents subdiscipline of archaeology, including fieldwork, laboratory analysis, and theory. Students interpret past human behavior and cultural change from stone tools, ceramics and other artifacts, dietary remains, and settlement patterns. Prerequisite: ANT 210 or 228.

ANT 331 New World Archaeology

The Pre-Columbian peoples of the United States, Mexico, Guatemala, and Peru are among archaeology’s most fascinating subjects. This course focuses on the Maya, Aztecs, Incas, Moche, Olmecs, Pueblos, and Mississippians. In addition to archaeological findings, we use historic and ethnographic sources to study the societies, religions, and daily life of Pre-Columbian New World cultures.

ANT 340 Vietnam: A Cultural War

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

ANT 345 Brazilian Amazon

Explores the relationship between the ecology of the Brazilian Amazon and human beings. Considers the complexity of Amazonian habitats and human strategies within those habitats. Examines the social, economic, and environmental impacts resulting from governmental efforts. Prerequisite: One (1) LAC, ANT, or ENV course.

ANT 351 Language, Culture and Society

Examines the origin of language, linguistic change, variability of speech vis-à-vis social factors (sex, class, ethnicity), and the functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning, metaphor, and special language systems such as jargons, naming, and slang. Prerequisite: One (1) ANT course or consent.

ANT 355 Dynamics of Sociocultural Change

Examines evolutionism, cultural ecology, historical and economic materialism, technological determinism, and the flow of ideas and practices among cultures. Covers recent research on tribal and peasant peoples, as well as modern industrial society. Introduces basic methodology in applied anthropology and development. Prerequisite: One (1) ANT course or consent.

ANT 360 Culture and Personality

Analyzes past and present anthropological and psychological concepts of culture and personality theory. Focuses on the subfield of cultural anthropology known as psychological anthropology. Introduces testing devices employed by psychological anthropologists while carrying out fieldwork. Also covers psychosocial adaptation in childhood and adulthood amidst stability and change.

ANT 365 Real and the Supernatural in Latin America

Examines relationships between belief systems and the economic, social, and political components of their cultures. Focuses on Latin American folklore traditions of the supernatural, including the conditions under which incidences of witchcraft increase, the pharmacological and psychological causes of the Haitian zombie phenomenon, the uses of magic, ritual sorcery among tropical groups, and shamanism and healing. Prerequisite: One (1) ANT course.

ANT 426 Seminar: Youth Cultures

Explores values, norms, and social behavior of adolescents and young adults in tribal, agrarian, and urban societies, both Western and non-Western. Compares patterns of development in youth cultures of modern Europe, North America, and Asia, especially twentieth-century student cultures. Also considers gender differences. Prerequisite: ANT major/minor and junior/senior.

ANT 452 Seminar: Cinema & Society in China

Chinese society in the twentieth century has experienced tumultuous change. Since the 1920s, much of this change has been mirrored in the feature films produced by Chinese directors. In addition to serving as a mirror offering changing visions of Chinese society, the film industry has itself been subject to the economic and political pressures characterizing this society. This course considers such issues as changes in the family system, gender roles, ethnic identities, class relationships, and the urban-rural dichotomy in modern China as these are portrayed in Chinese film. It also analyzes the distortions and interpretations in these portrayals as they reflect responses by the film industry to economic and political forces in the People's Republic of China, Taiwan, and Hong Kong.

ANT 470 East Meets West: Cultures in Contact

Anthropological approaches to culture change and acculturation provide the basis for an understanding of the cultures of Asia and other non-Western regions as they have responded to pressures from the West. Changes in family systems, community structures, concepts of the person, ideologies, and political and economic systems will be analyzed in light of anthropological theory.

ANT 475 Women and Health in Latin America

Examines how preliterate cultures explain and treat disease. Discusses how health patterns in past and present populations reflect human adaptations—genetic, physiological, or cultural—to environmental pressures such as food supply, climate, and disease. Touches upon the Black Death, stress diseases, American over-nutrition, and alcoholism. Prerequisite: One ANT, one BIO, or consent.

ARH 101 Introduction to Visual Culture

Focuses on thematic and critical rather than historical approaches to visual arts and architecture. Slide lecture.

ARH 201 Introduction to Art History I

Outlines the history of Western visual art, architecture, sculpture, and painting from ancient times through the Middle Ages. Includes illustrated lectures, discussions, and outside reading reports.

ARH 202 Introduction to Art History II

Outlines the history of Western visual art from the Renaissance to the present. Includes illustrated lectures, discussions, and outside reading reports.

ARH 218 Art and Archaeology of Egypt and the Near East

Overview of the major art historical and architectural monuments of ancient Egypt and the Near East. Themes include artistic canons, pyramids, royal art, art of daily life and death, temple and tomb architecture. Legacy to the art of classical Greece noted throughout.

ARH 219 Art and Archaeology of Ancient Greece and Rome

Survey of the art historical and architectural monuments from Bronze Age Greece to the late Roman Empire. Topics include representation of the human figure and narrative in art, development of Doric, Ionic and Corinthian architecture, urban planning, Roman portraiture, architecture, painting, and the late antique style.

ARH 220 Castles and Cathedrals: Medieval Art

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

ARH 230 Italian Renaissance Art

Focuses on art and architecture in Italy from 1400–1530, with attention to social influences on the subject and style of the artists and with emphasis on Leonardo, Raphael, and Michelangelo. Previously offered as ARH 311.

ARH 231 Northern Renaissance Art

Follows evolution of painting techniques and styles during fifteenth and sixteenth centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas. Previously offered as ARH 310.

ARH 240 Baroque and Rococo Art

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

ARH 241 Art of the Colonial U.S.

Surveys architecture, sculpture, and painting from the founding of the colonies to WWI. Traces America's emergence from Europe's shadow to a position of independence. Previously offered as ARH 322. Prerequisite: Sophomore status.

ARH 250 European Art: 19th Century

Overview of the major artistic movements and theories of nineteenth-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and symbolism. Examines the emergence of photography. Situates the arts in their social and political context. Previously offered as ARH 320.

ARH 260 Modern American Art

Overview of the major artistic movements and theories in the art of the twentieth-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals. Previously offered as ARH 323. Prerequisite: Sophomore status.

ARH 290 Indian Art of Continental U.S.

Surveys North American Indian art, both ceremonial and utilitarian. Begins with prehistoric mounds of Ohio River Valley and extends through crafts of twentieth-century Southwest. Touches upon art of tribes from different geographical areas: Woodlands, Southeast, Plains, Southwest, Great Basin, California, and Northwest Coast.

ARH 315 Special Studies: Ancient Art

Focused studies in specific areas of ancient art and archaeology. Topics vary, but may include Art and Archaeology of Pompeii and Roman Daily Life, Art and Archaeology of the Holy Land, and Power, Propaganda, and Empire: Roman Art and Architecture of the Roman provinces. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of ancient art and archaeology. May be repeated for credit where there is not topical overlap.

ARH 325 Special Studies: Medieval Art

Focused studies in specific areas of Medieval art from the conversion of Constantine to 1453. Topics vary, but include Gothic Architecture, Manuscript Illumination in the Middle Ages, and the Art of the Crusades. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of medieval art history. May be repeated for credit where there is not topical overlap.

ARH 335 Special Studies: The Quattrocento

Focuses on the major accomplishments in painting, sculpture, and architecture of the Quattro-Cento in Italy. Includes the development of the Renaissance ideals in Florence and how Humanism influenced the change from Medieval Florence to Renaissance Florence.

ARH 355 Special Studies: Modern European Art

Focused studies in specific areas of European art from 1789 to World War II. Topics vary, but include Impressionism and Post-Impressionism, Art of Revolution, and Dada and Surrealism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern art history. May be repeated for credit where there is not topical overlap.

ARH 360 Women in Art

Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. Previously offered as ARH 317. Prerequisite: Sophomore status or consent.

ARH 361 History of Photography

An introduction to the major contributors, movements, and technologies of photographic history. The primary focus is upon cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, will be analyzed through contemporary criticism, historical writing, and illustrated lectures. Previously offered as ARH 324.

ARH 362 History and Theory of Museums

Explores a wide variety of museums, the issues and problems they face, their contributions to society, and our relationship to them as visitor, staff member, or benefactor. Topics include: defining museums; what, how, and why museums collect; legal and ethical issues of collection; role of museums in society; and personal relationships to community museums.

ARH 365B Special Studies: Modern American Art

Focused studies in specific areas of American art from 1900–1960. Topics vary, but include Pop Art, Culture Wars, Abstraction from O'Keefe to Pollock, and Primitivism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

ARH 380 Special Categories in Art History

Surveys selected areas of art history (Art Nouveau, Art Deco) not covered by period courses.

ARH 424 Contemporary Art and Theory

An examination of postmodern art and theory (1960–present) beginning with fine art's appropriation of popular culture in the 1960s and culminating with today's pluralistic range of tradition to virtual media. Themes include temporary art forms; constructions of national, ethnic, and gender identity in a post-colonial world; and recent arts controversies and censorship issues. Prerequisite: Sophomore status.

ART 131 Studio Foundations

Introduces students to the various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Appropriate for nonmajors who wish to explore various media and basic visual art concepts.

ART 221 Drawing and Composition

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

ART 222 Introduction to Design

Provides a foundation for painting, sculpture, and graphics. Discusses applied design and pure design principles.

ART 232 Special Studies in Painting and Drawing

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

ART 241 Sculpture I

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

ART 243 Human Figure Drawing I

Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research.

ART 251 Introduction to Painting

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

ART 261/362 Jewelry Design I, II

Presents basic and advanced techniques. Jewelry I covers silversmithing and centrifugal casting. Discusses stylistic directions from ancient to contemporary art. Jewelry II elaborates on the history of jewelry making as fine art.

ART 293 Photography I

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

ART 300 Digital Color Photography

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

ART 332 Special Studies in Mixed Media

Explore the connections between collage, printmaking, painting and drawing in this hands-on studio course. Group critiques foster critical thinking about the possibilities of this popular contemporary art practice. Appropriate for students with some previous experience with painting and drawing as well as for the more advanced students. Prerequisite: ART 221 or consent.

ART 342 Sculpture II

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

ART 394 Photography II

Explores the aesthetics, historical themes, and contemporary trends in photography. Focuses on concepts but also refines camera and darkroom techniques. Prerequisite: ART 293 or some photography.

ASL 100 American Sign Language I

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

ASL 200 American Sign Language II

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

ASL 300 American Sign Language III

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

AUS 245 Evolution of Life in Australia: A Separate Experiment in Evolution

The origins, in complete isolation, of the unique animals and plants of Australia. How the egg-laying and marsupial mammals, birds, eucalypts and other diverse flora arose in the southern supercontinent, Gondwana.

BIO 108 Your Body: Health and Wellness

Encourages students to take control of their health through well-informed decisions about wellness. Emphasizes personal responsibility in understanding and preventing a variety of health problems, including stress, food-borne illness, sexually transmitted diseases, cancer, strokes, and heart attacks. Laboratories and assignments will facilitate a hands-on approach to related topics, including nutrition, weight control, alternative medicines, and environmental health. Previously offered as BIO 200A.

BIO 112 Biological Aspects of Nutrition

Examines foods, nutrients, and biological processes by which humans ingest, digest, metabolize, transport, utilize, and excrete food. Covers current concepts in scientific nutrition and how they apply to personal health. Lab course for nonmajors.

BIO 119 Conservation of Florida's Freshwater

Introduces students to the amazing diversity of Florida's freshwater ecosystems while familiarizing them with the basic physical, chemical, biological, and ecological characteristics of these systems. Scientific concepts and laboratory and field techniques used to study, monitor, and conserve Florida's freshwater ecosystems also included. Lab course for nonmajors.

BIO 200 Topics in Biology

Topics vary, but may include human health, epidemiology microbiology, nutrition, parasitology, or ecology, depending on faculty interest.

BUS 260 Financial Accounting

Exposes students to theory and methods of using accounting information to solve problems throughout the business cycle. Emphasizes decision making based on financial statements. Utilizes computers. Prerequisite: Sophomore status.

BUS 280 Managerial Accounting

Explores accounting's role in providing managers accurate and timely information for planning, controlling, and decision making. Covers budgeting, profit planning, and statement analysis, as well as theory and application of managerial accounting in production. Utilizes computers. Prerequisite: BUS 260 and Sophomore status.

BUS 317 Personal Finance

Outlines a wide variety of financial instruments available for managing money. Touches upon personal financial statements, insurance, social security, investments, tax, retirement, and estate planning. Also introduces personal financial planning as a profession. Prerequisite: Junior status.

BUS 336 Management and Leadership

This course focuses on the processes of planning, organizing, influencing, and controlling that leaders use to achieve their objectives in organizational settings. Topics include the human, operational, and structural issues involved in managerial decision making using a variety of methods to develop analytical skills. Prerequisite: Junior status.

BUS 337 Marketing

Presents theories, applications, and case studies of marketing goods and services in public, private, and nonprofit sectors. Looks into interpreting market demands; designing and managing products; establishing distribution channels and pricing policies; communicating with consumers; and analyzing, planning, and controlling marketing activities in a socially responsible context. Prerequisite: Junior status.

BUS 338 Financial Management

Focuses on the role of the financial manager in corporate decision making. Deals with analysis of the corporate financial structure, asset management, capital budgeting, and debt versus equity financing. Prerequisite: BUS 280 and junior status.

BUS 342 Human Resource Management

Examines how to optimize human resource strategies and the people who work for an organization. Links human resource strategies to organizational goals. Provides an overview of the main functions of human resources: employee and labor relations, staffing, development, compensation, and separation. Prerequisite: Junior status.

BUS 348 Investments

Explores theories and techniques of investing, especially in the stock and bond markets. Highlights basic security analysis and portfolio management, as well as financial planning in a changing economic environment. Prerequisite: BUS 338 and junior status.

BUS 369 International Business

Details strategies U.S. firms can use to compete globally. Covers international competition, competitive advantage, international trade, international political economy, importing, exporting, licensing, foreign direct investment, and globalization. Prerequisite: Junior status.

BUS 375 Advertising and Promotion

Examines marketing communication, advertising, publicity, and promotion; management of that process; and effects on consumer behavior. Focuses on current issues. Prerequisite: BUS 33.

CHM 105 Chemistry and Society: Applications and Issues

Examines chemistry in daily life and decision making—from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. For nonmajors with/without science background or college math. Lab required.

CHM 106 Chemistry of Life

Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as the action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical

sources. For nonscience majors with limited background in high school biology and chemistry. Lab required.

CHM 110 Chemistry and the Environment with Lab

Applies concepts and methods of chemistry to environmental problems such as global warming and ozone depletion. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. For nonscience major with limited background in chemistry. Lab required.

CMS 140 Intro to Discrete Math

Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques. Prerequisite: One semester of math or computer science or equivalent.

CMS 147 Multimedia Programming and Design

Views the World Wide Web as a tool for use in academic life and looks beneath the surface to see how it works. Students learn Fireworks, Dreamweaver, and how to design and construct interesting and effective web sites.

CMS 150 Introduction to Computer Science Mathematics

Develops the essential mathematical foundations for the theory and practice of computer science. No programming required. Topics include, but are not limited to, elementary symbolic logic; set theory; proof strategies, induction and recursion; computer number systems and arithmetic; introduction to formal symbolic systems and grammars; elements of the theory of computing.

CMS 151 Fundamentals of Programming

An introduction to the central themes of computing with the emphasis on creating machines that will solve a problem. This course will focus on problem-solving techniques coupled with programming robots. Includes the use of both a graphical software development system and the writing of simple programs using the Java language. No prior programming skills required.

Old description: An introduction to major areas of computer science. Includes information representation, hardware, programming, operating systems, applications, and communications. Prerequisite: High school algebra; basic computer usage skills.

CMS 157 Web Site Construction and Design

Principles of multimedia design for effective presentations and for basic learning/training applications programs such as Flash and Pinnacle Studio. Intensive course in which students produce 2-D animations, Web site interfaces and short video projects.

CMS 167 Introduction to Computer Programming

An intensive introduction to fundamental aspects of programming, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include procedural abstraction, control structures, iteration, and data types. A high-level language for the purpose of gaining mastery of these principles will be provided in lectures and in closely coordinated programming assignments. Students will need access to a PC on which to load the software necessary to complete the course assignments. Prerequisite: HS Algebra or equivalent and moderate computing skills. Concurrent registration in CMS 151 prohibited.

CMS 170 Data Structures

Develops discipline in program design, problem solving, debugging, and testing, with an introduction to data structures. Topics include abstract data types, complexity analysis, and recursion. Basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching) are introduced as representative of the fundamental tools that are used to aid in software development. A high-level language is used to construct programs of moderate size. Students will need access to a PC on which to load software necessary to complete the course assignments. (Administration note: professors to provide minimum system requirements. They are not noted here as requirements may change from year to year.) Prerequisite: CMS 167.

CMS 201 Applied Discrete Mathematics

Greatly extends the groundwork layed in CMS 150. Includes a programming component. Systematic treatment of material from discrete mathematics as it relates to computer science. Topics include algebraic structures, combinatorics and probability, graph theory, Boolean algebra, digital logic circuits, functional programming, modern theory of computing, introduction to design and analysis of algorithms. Includes a computing project. Prerequisite: CMS 150.

CMS 230 Introduction to Computer Systems

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

CMS 250 Introduction to Computer Organization

An introduction to the principles of computer architecture from the layered point of view with emphasis on assembly language programming. Topics include CPU organization at the register/bus level, development of machine language and assembly level programs including multiple addressing modes, flow-of-control branching and subroutine calls, and comparison of high-order language programs to machine language programs. Prerequisite: CMS 170.

CMS 270 Introduction to Object-Oriented Programming

Moves students into the domain of software design, including principles that are necessary for solving large problems. Here the software design process serves as the basis for treating topics such as specification, object-oriented design and programming, user interface design, generic modules, and file organization. Prerequisite: CMS 170.

CMS 310 Software Development and Professional Practice

Combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to topics on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and human-computer interaction. Prerequisite: CMS 270.

CMS 330 System Software Principles

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

CMS 340 Developing GUI Applications

Covers program design and implementation of Graphical User Interface (GUI) programs. Topics include program organization, APIs, controls, screen design considerations, and event-driven program design. Students need access to a PC on which to load Microsoft Visual Studio software which is used in the programming projects. Prerequisite: CMS 270.

CMS 351 Database Design

An introduction to the design and management of database systems. Using relational database as a backdrop, this course addresses design issues, structured query language (SQL), data integrity, normalization, transaction processing, and distributed database concepts. Students will need access to a PC on which to load the Microsoft software that will be used in the course. (Administration note: professors to provide minimum system requirements. They are not noted here as requirements may change from year to year.) Prerequisite: CMS 170 and MAT 240.

CMS 370 Operating Systems Principles

A study of the structure and function of modern operating systems with emphasis on concurrent processes and resource management. Topics include processing scheduling, synchronization and deadlock, memory management and virtual memory systems, CPU scheduling, I/O techniques, protection and security. Prerequisite: CMS 250.

CMS 371 Developing Database Applications

Applies previous programming methodologies to developing database centric applications in a distributed, multi-user environment. Topics include ODBC methodologies, thin versus thick client considerations, programmatic manipulation of database objects, and security issues in a heterogeneous database environment. Students will need access to a PC on which to load the Microsoft software that will be used in the course. Prerequisite: CMS 340 and 351.

CMS 375 Networking

Introduces the structure, implementation, and theoretical underpinnings of computer networking and the applications that have been enabled by that technology. Topics include network architectures, ISO 7-layer reference model, protocols, client/server computing, and Web technologies. Prerequisite: CMS 370.

CMS 380 Programming Languages and Paradigms

A short history of programming languages and styles precedes the study of an important collection of programming paradigms. This material includes data types, data control, sequence control, run time storage, language translation, and semantics. The paradigms include procedural, functional, logic and object oriented. Prerequisite: CMS 250.

CMS 395 Topics in Computer Science

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

CMS 495 Special Topics

Provides students with an intensive introduction to a specialized area of computer science. Some possible topics are: user interface design, network programming, modeling and simulation, data mining, and software development tools. Prerequisite: CMS 270 and consent.

CMS 497 Senior Project

Offers students the opportunity to integrate their knowledge of the undergraduate computer science curriculum by implementing a significant system as part of a programming team. Prerequisite: All core courses.

COM 110 Public Speaking

Explains research, organization, writing, delivery, and critical analysis of oral presentations with attention to individual needs.

COM 220 Interpersonal Communication

Explores one-on-one communication with significant others in personal and career situations.

COM 300 Communication Theory

Provides various explanations of the process by which senders and receivers of messages interact in social and organizational contexts.

COM 301 Designing Effective Organizations

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

COM 302 Interviewing

The study of interviewing as a procedure applied in various ways by professionals in work situations. Dyadic encounters will emphasize the structure and process of different types of interviewing methods.

COM 303 Communication Ethics

Challenges students preparing for professional and business careers to make moral choices and develop questions when confronted by ethical dilemmas in real-life case studies.

COM 305 Listening

The study of the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities.

COM 306 Intercultural Communication

Examines concepts/constructs, theories, and empirical research pertinent to communication within and between cultures, with primary foci on contexts and relationships.

COM 310 Family Communication

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

COM 312 Persuasion

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

COM 313 Mass Media and Society

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

COM 314 Communication and the Media

An evaluation of media relations in contemporary organizations, both government and private. This course will focus on ways the media influences and is influenced by these groups.

COM 315 Topics in Organizational Communication

Study of selected areas of organizational communication taught in seminar fashion designed to promote maximum interaction between students and the instructor. Topics for consideration are at the discretion of the instructor and will change with each course offering. This course may be repeated for general credit but can fulfill the requirements of the major one time.

COM 316 Training and Development

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

COM 318 Public Relations

The study of public relations principles applied to organizations. This course examines the ways in which public relations theories and principles are applied to specific business situations.

COM 319 Leadership and Effective Communication

The study of leadership, leadership styles, and leadership effectiveness in organizations. Students explore the connection between leadership and organizational communication.

COM 321 Small Groups and Leadership

Examines communication, leadership, participation, and decision making within groups and teams.

COM 322 Computer Mediated Communication

Study of the fundamental changes in human communication processes brought about by our interactions with technologies such as video conferencing, email, real time chat, Internet and intranet technologies, personal digital assistants, wireless devices, and electronic books. The computer and other communication technologies act as intermediaries in new communication processes, and students will analyze the benefits and challenges they create for effective human communication.

COM 324 Self-Leadership and Communication

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

COM 325 Communication Campaigns

Communication campaigns are focused, large-scale efforts to exert social influence. This course deals with the planning, organizing, implementation, and evaluation of various educational, political, religious, and commercial campaigns. Students will analyze both classic and current communication campaigns.

COM 340 Organizational Law

Examines the law on national and local levels, focusing on the relationship between effective communication and legal problems.

COM 350 Communication Presentations

The identification of communication opportunities encountered in professional situations. This course analyzes communication objectives and emphasizes the preparation of oral presentations. (Formerly Business and Professional Presentations.)

COM 395 Communication Research

The investigation of qualitative and quantitative communication research, focusing on its practices, ethics, and consequences.

COM 412 Conflict and Communication

This course studies human behavior with particular attention to the role of conflict across various contexts (interpersonal relationships, group/team, organizational settings, and multicultural settings). Specifically, this course will emphasize theoretically significant empirical research, the relationship between conflict, communication, and other variables. Also, this course helps to apply conflict theory to real world context.

COM 415 Topics in Organizational Communication

Study of selected areas of organizational communication taught in seminar fashion designed to promote maximum interaction between students and the instructor. Topics for consideration are at the discretion of the instructor and will change with each course offering. This course may be repeated for general credit but can fulfill the requirements of the major one time.

COM 418 Advanced Public Relations

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

COM 421 Organizational Communication

The analysis of the role and importance of communication in organizations with special emphasis on corporations, not-for-profit institutions, government agencies, and other structures in which people work. The focus of the course is rooted in theories of organizational communication with applications to contemporary situations. Students must have access to a computer with Internet capabilities and be familiar with using the Web for searching and sending e-mail with attachments. Advisor approval.

COM 480 Senior Seminar in Organizational Communication

Advanced study of the theory and application of organizational communication. This capstone course, taken in the student's senior year, provides an end-of-the-major opportunity to conceptualize and understand organizational communication and the organizational communication program through the use of various instructional modules, team teaching, outside expert speakers, and program evaluation methods. Prerequisite: Senior status and major in Organizational Communication.

DAN 170 Ballet I

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

DAN 175 Tap

Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, soft-shoe and tap vocabulary.

DAN 177 Jazz I

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

DAN 179 Modern Dance I

Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

DAN 200 Dance in America

A historical overview of dance in the United States. Explores the philosophies, ideologies, and contributions of the major dance authorities in America. Choreographers, critics, performers, and their relationship to trends in the art form will be analyzed. Examines the relationship of dance to contemporary political and social issues. Explores the subject matter through demonstration and film. (Previously DAN 100.)

DAN 203 Dance History

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

ECO 108 Quantitative Methods for Economics

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

ECO 121 Economics of Contemporary Issues

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

ECO 126 Economics and Public Policy

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

ECO 130 Democracy and Economics

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

ECO 135 The Global Economy

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

ECO 140 Nonprofit Economics: Analysis of the “Third Sector”

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

ECO 142 Political Economy of the Media

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

ECO 201 Economics in Perspective

This course will trace the evolution of economic ideas and events from ancient times to the current budget statement in Washington. It will focus on the major economic events that have influenced the development of economic theory and on the philosophers and economists who have made the most important contributions to the development of modern day economic theory.

ECO 212 Principles of Economics I: Introduction to Microeconomics

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

ECO 213 Principles of Economics II: Introduction to Macroeconomics

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

ECO 225 Personal Economics

A development of a conceptual framework and the analytical tools to make effective personal economic decisions. Topics covered include budgeting, consuming, saving, and investing. Prerequisite: ECO 212.

ECO 237 International Economic Relations

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

ECO 239 Women and Work

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

ECO 303 Intermediate Microeconomics

Continues with neoclassical theories of consumer behavior and of the firm, using mathematical as well as graphic techniques. Probes topics similar to those in ECO 212 but more intensively. Prerequisite: ECO 108, 212 and 213.

ECO 304 Intermediate Macroeconomics

Uses mathematical and graphic techniques to analyze behavior and relationships among broad aggregates of economic activity. Pushes beyond topics of ECO 213 to an in-depth discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. Prerequisite: ECO 108, 212 and 213.

ECO 305 Topics in Economics

Introduces subdisciplines. Varies from year to year. May be repeated for credit. Prerequisite: ECO 108, 212 and 213.

ECO 306 Monetary Economics

Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts the relationship between Federal Reserve and depository institutions, as well as the effects of monetary and fiscal policies on economic performance. Prerequisite: ECO 108, 212 and 213.

ECO 307 International Economics

Focuses on the theory and practice of international trade: comparative advantage, economies of scale, trade policy, international labor and capital movements, economic integration, and foreign exchange rates. Prerequisite: ECO 108, 212 and 213.

ECO 311 Economic Journalism

Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. Some essay writing based on this volunteer work with a media organization in business, government, or nonprofit sectors of the economy. Prerequisite: ECO 108, 212, 213 and INT 221.

ECO 315 Radical Political Economics

Outlines the economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers the evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist systems, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as an alternative economic system. Prerequisite: ECO 108, 212 and 213.

ECO 318 Economic and Monetary Integration of the European Community

Concepts will be developed to examine the different levels of economic integration. The experience of the Community in the completion of the customs union will be compared with the expectations of theory. Moreover, the move towards EMU will be examined in the light of various theories. The aim of the course is to provide students with an understanding of how and why different countries might wish to integrate economically. Prerequisite: ECO 108, 212 and 213.

ECO 321 Labor Economics

Highlights trends in employment; problems of unemployment; relevance of markets for labor services; and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and the theory and practice of collective bargaining. Prerequisite: ECO 108, 212 and 213.

ECO 325 Distribution of Income and Wealth

Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in the U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. Prerequisite: ECO 108, 212 and 213.

ECO 327 Comparative Economic Systems

Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real versus ideal. Prerequisite: ECO 108, 212 and 213.

ECO 330 Rationality and Economic Behavior

Explores various conceptions of rationality as these relate to our economic behavior and the efficacy of market allocation. Students will engage in class games analogous to formal economic experiments in order to deepen understanding of rationality concepts and resulting market behaviors, both expected and anomalous. Prerequisite: Junior/senior status, ECO 108, 213, and INT 221.

ECO 332 Industrial Organization

Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct, and performance, and antitrust litigation. Prerequisite: ECO 108, 212 and 213.

ECO 335 Public Economics

Applies microeconomic theory to the analysis of government spending in a market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. Prerequisite: ECO 212 and 213 and working knowledge of indifference curve analysis; ECO 303 highly recommended.

ECO 340 Classic Works in Economics

Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations*; David Ricardo's *Principles of Political Economy and Taxation*; John Stuart Mill's *Principles of Political Economy*; Karl Marx's *Das Kapital*; Alfred Marshall's *Principles of Economics*; and J. M. Keynes's *The General Theory of Employment, Interest and Money*. Prerequisite: ECO 108, 212 & 213.

ECO 351 Economic Development

Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. Prerequisite: ECO 108, 212 and 213.

ECO 355 Environmental Economics

The course will examine the economics and scientific basis of environmental issues and the policies that are used in addressing them. The advantages and disadvantages of different regulatory responses will be discussed. We will also discuss methods for valuing the benefits of environmental amenities that do not have an observable value in the marketplace, including the approach used more recently in "ecological economics." The use of economics in regulating a natural resource (commercial marine fisheries) will be evaluated. Prerequisite: ECO 108, 212 and 213.

ECO 358 The Economics of Health Care

Examines U.S. mixed private-public healthcare system. Topics include cost inflation, roles of private insurance and public programs in financing, and the impact of proposals such as national health insurance. Prerequisite: ECO 108, 212 and 213.

ECO 361 Urban Economics

Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances.

Prerequisite: ECO 108, 212 and 213.

ECO 365 Economic Democracy and Economic Theory

Contrasts alternatively structured organizations—especially those based on one-person/one-vote—with traditional capitalistic firms of the West, which bases control on property ownership with the primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. Prerequisite: ECO 108, 212 and 213.

ECO 371 International Economic History

Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating on those relevant to current debates.

Prerequisite: ECO 108, 212 and 213.

ECO 381 Introduction to Econometrics

Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. Prerequisite: ECO 108, 212, 213 and INT 221.

ECO 403 Applied Microeconomics

Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. Prerequisite: ECO 108, 212, 213 and 303.

ECO 404 Senior Seminar in Economics

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

ECO 405 Economics and Public Policy

This course involves the political-economic analysis of the mass media and associated technologies in the USA, the EU, and other selected countries. International comparisons of industrial structure and policies will be addressed in class, in readings, and in term papers. Prerequisite: ECO 212, 213 and 303.

ECO 407 International Finance

Considers balance-of-payments adjustment mechanisms and impact on national economies. Looks at alternative exchange-rate regimes, international movements of capital, foreign-exchange intervention, impact of exchange-rate variations, and objectives and effects of international monetary standards and financial institutions. Prerequisite: ECO 304 or 306.

ECO 442 History of Economic Thought

Chronicles economic theories from ancient to modern times—particularly from the mercantilist period (circa 1650 AD)—and links them to contemporary social and political systems. Prerequisite: ECO 303, 304 and INT 221.

ECO 448 Alternative Economic Theories

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

EDU 271 School and Society

Chronicles the social, political, economic, and historical background of the contemporary American school system. Demonstrates how social forces have shaped the curriculum, organization, and purposes of formal education. ESOL infused course. Prerequisite: APLE or secondary certification only.

EDU 272 Educational Psychology

Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning. Prerequisite: APLE or secondary certification only.

EDU 280 Diversity in American Education

Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL stand-alone course. Prerequisite: APLE or secondary certification only.

EDU 309 Foundations of Reading

Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction. Prerequisite: APLE

EDU 311 Teaching Writing in Elementary Schools

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

EDU 324 Curriculum Development for Diverse Learners

Addresses organization and curriculum development in elementary and secondary schools, including instructional goals and basic teaching strategies. Requires nonteaching field component. ESOL stand-alone course. Prerequisite: APLE or secondary certification only.

EDU 335 Content Area Reading in Secondary Schools

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

EDU 350 Strategies for Classroom Management

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

EDU 385 Teaching Children with Special Needs

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

EDU 407 Teaching and Learning in Diverse Secondary Schools

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

EDU 417 Teaching (Particular Subject) in Middle and Secondary Schools

Explores selection, evaluation, and use of instructional materials to adapt a college major to middle and secondary school. Corequisite: EDU 417L. Prerequisite: Secondary certification only. EDU 407.

EDU 417L Teaching (Particular Subject) in Middle and Secondary School Lab

Requires pre-internship field experience of at least four hours weekly in middle and secondary school. Corequisite: EDU 417.

EDU 470 Competencies for Beginning Teacher

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

EDU 491 Student Teaching-Secondary

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

EED 317 Music for Elementary Schools

Presents basic concepts, literature, and methods for teaching music in the elementary classroom. Workshop. Required for certification in music. Prerequisite: Music certification or APLE only.

EED 318 Art for Elementary Schools

Examines use of art to foster child development and supplement learning in curricular areas. Explores sensory experiences, aesthetics and aesthetic education, management of classroom art center, and adult's role in child art. Participants experience an array of media and conduct art activities with children. Prerequisite: Art certification or APLE only.

EED 363 Social Studies for Elementary Schools

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

EED 364 Science for Elementary Schools

Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. Prerequisite: APLE only; two courses from among EDU 271, 272, 280 and 324.

EED 367 Health and Physical Education for Elementary Schools

Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. Prerequisite: APLE only.

EED 369 Literature for the Elementary School Child

Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction. Prerequisite: APLE.

ENG 140 Composition: Writing About Selected Topics

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

ENG 167 Introduction to Creative Writing

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

ENG 201 Major English Writings I

Covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton from critical and historical approaches. Prerequisite: ENG 140 or equivalent.

ENG 202 Major English Writings II

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

ENG 204 African Literature

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

ENG 210 Language and Power

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

ENG 221 Topics in World Literature

Introduces major writers and theoretical approaches in one or more more literary traditions other than—or in combination with—British and/or American. Specific topics vary. Prerequisite: ENG 140.

ENG 224 Review of English Grammar, Punctuation, and Usage

With direction, students complete a programmed course of study that reviews all aspects of basic English grammar and mechanics. Credit/No Credit only (C/NC). Two credit hours. Offered in fall, spring, and summer terms.

ENG 225 Practices of Effective Writing

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

ENG 231 The Bible as Literature

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

ENG 232 Literature and Experience

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

ENG 233 Women Writers

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

ENG 234 Creative Nonfiction

Examines a wide array of literary works that come under the heading of “creative nonfiction,” i.e., the literature of fact. Categories to be examined include the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. Prerequisite: ENG 140 or equivalent.

ENG 235 Selected Studies in Environmental Literature

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

ENG 241 Film and Literature

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

ENG 245 Selected Studies in Popular Culture

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

ENG 260 Writer’s Studio

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

ENG 264 Exploring the Fringe

Provides an immersion in the Orlando International Fringe Festival (OIFF), an internationally known alternative theater festival. Students attend performances; meet with performers, directors, and playwrights; and write reviews. Discussions cover historical, technical, cultural, and performance issues. Class size is limited to 12 students. Although there are no required texts, a nonrefundable lab fee (covering fringe membership and tickets for all performances) must be paid in full by the deadline date.

Nota Bene: Because fringe performances often explore controversial topics, the class will encounter adult language, ideas, and situations. Prerequisite: ENG 140 or equivalent.

ENG 267 Topics: Techniques in Writing

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

ENG 271 Personal Writing

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

ENG 273 Journalistic Writing

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

ENG 275 Selected Studies in Minority Literature

Minority literary studies. Offerings vary year to year. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 276 Writing for the Future

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

ENG 277 Writing in the Community

How do we give voice to private and public concerns in shaping the places we live? How do we become active members influencing decisions in our various communities (political, environmental, religious, social, or intellectual)? This course in the genre of civic writing lets students develop selected forms (letters to the editor, fact-finding summaries, field studies, proposals, documentaries, and other persuasive public project pieces that organizations use to develop cases and gain support), write for a not-for-profit organization, and practice service learning. Previously offered as ENG 295. Prerequisite: ENG 140 or equivalent.

ENG 291 Magical Realism

When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland—

what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. Prerequisite: ENG 140 or equivalent.

ENG 300 Expository Writing

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

ENG 301 The Art and Craft of Autobiography as Literary Text

Explores the literary genre of autobiography as personal history, psychological exploration, and imaginative creation. Attention is given to distinguishing between autobiography, memoir, and fiction, and to the rhetorical strategies through which each is shaped. Prerequisite: ENG 300.

ENG 303 Historical Approaches to American Literature

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

ENG 304 American Literature II: 1865–Present

Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisite: ENG 140 and a 200-level ENG course.

ENG 306 Special Topics in World Literature

Explores representative works of literatures other than British and American. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 307 American Literature IV: African American Literature

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

ENG 310 Studies in Early English Literature

Studies literature in the historical context of the Anglo-Saxon and/or Middle English periods, from 600 to 1500, in England. Emphasizes the history of the language, cultural diversity, and the oral-formulaic nature of the poetry. Possibilities for primary focus include *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, and/or *Le Mort d'Arthur*. Prerequisite: ENG 140 or equivalent.

ENG 311 Studies in Renaissance Literature

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

ENG 312 Studies in Shakespeare

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

ENG 313 Shakespeare in Text and Film

Focuses on the reading of selected plays in tandem with the viewing of major film adaptations. Prerequisite: ENG 140 or equivalent.

ENG 314 Topics in Restoration and Eighteenth-Century Literature

Examines major writers and writings of the Restoration and neoclassical periods. Prerequisite: ENG 140 or equivalent.

ENG 315 Studies in Nineteenth-Century British Literature

Examines major writers and writings of the Romantic and/or Victorian periods. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 319 Studies in Twentieth-Century British Literature

Examines major writers and writings of the Modernist, Contemporary, and/or Postmodern periods. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 320 Selected Studies: Literature in Translation

Focuses on literary works created in a language other than English, such as French, German, Spanish, Russian, Japanese, and others. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 321 Selected Studies in World Literature

Introduces major writers and theoretical approaches in one or more more literary traditions other than— or in combination with—British and/or American. Specific topics vary. Prerequisite: ENG 140.

ENG 324 Selected Studies in Minority Literature

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

ENG 325 Modern Drama

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

ENG 327 Literature: The Art of the Personal Essay

Explores the personal essay as a literary genre, studying its historical development and critical status. Writers studied may include E.B. White, George Orwell, Alice Walker, Annie Dillard, Joan Didion, Cynthia Ozick, James Baldwin, and Virginia Woolf. Prerequisite: ENG 140 or equivalent.

ENG 328 Contemporary American Literature

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

ENG 329 Selected Studies in American Literature

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

ENG 335 Critical Approaches to Literature

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

ENG 341 Film and Literature

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

ENG 342 Speculative Fiction

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

ENG 344 Literature and Cultural Studies

Specific topics vary. Possibilities include The Postmodern, Visual Culture, Media Mixtures, Interactive Literary Venues, or some combination thereof. Prerequisite: ENG 140 or equivalent.

ENG 360A Creative Nonfiction Workshop: Autobiography

Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students' single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing. Prerequisite: ENG 300.

ENG 360B Creative Nonfiction Workshop: Travel Writing

Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected. Prerequisite: ENG 300.

ENG 360C Creative Nonfiction Workshop: Literary Journalism

This course introduces advanced techniques of nonfiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of nonfiction writing projects, including first-person narratives and personality profiles. Prerequisite: ENG 300.

ENG 361 Writing for the Professions

Make the transition from student to professional. This course gives students experience in developing the writing and presentation skills expected of them in their careers. They will learn and apply specific communication principles underlying the forms and practices of professionals. Appropriate for all majors. Prerequisite: ENG 140 or equivalent.

ENG 367 Creative Writing Workshop

Alternates focus among various writing genres including fiction, poetry, creative nonfiction, screenwriting, children's literature. Requires strong, established creative writing skills and experience in writing workshops. Refer to the online Schedule of Courses for topics currently being offered. Prerequisite: ENG 140 or equivalent.

ENG 369 Classical Rhetoric: Persuasion

This course offers a close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of

rhetoric, how those theories differ and overlap and how they have influenced modern notions of persuasiveness. Prerequisite: ENG 140 or equivalent.

ENG 370 Spiritual Autobiography

Examines autobiographies by persons who have successfully fostered both social activism and profound spirituality in their own lives. Readings include works by Mahatma Gandhi, Malcolm X, Thomas Merton, Frederick Buechner, Elie Weisel, Viktor Frankl, and Annie Dillard. Prerequisite: ENG 300.

ENG 372 Winter With the Writers

Conducted in conjunction with the visiting authors' series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of the writers' visits. Provides opportunity to meet these writers and discuss their work in Master Classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Prerequisite: ENG 140 or equivalent.

ENG 373 Journalistic Writing II

This course extends and deepens the skills and approaches introduced in Journalistic Writing I. Prerequisite: ENG 273.

ENG 374 Editing Essentials

A close study of syntax, i.e., how the various components of a sentence combine to create meaning and effect. Focuses on editing for correctness (grammar, usage, punctuation, mechanics) and on editing for precision (unity, order, coherence, emphasis, diction). Prerequisite: ENG 300. Priority to English Majors/Minors and Writing Minors.

ENG 375 The Role of the Critic: Writing Reviews

Examines the role of professional critics as reviewers and shapers of culture. Writing assignments include reviews and review-essays about art, music, cinema, and literature, as well as review essays based on economic and social policies. Prerequisite: ENG 300.

ENG 380 Language Studies

Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. Prerequisite: ENG 140 or equivalent.

ENG 385 Prose Style

Provides practice in the use of stylistic features that help writers achieve desired rhetorical and/or aesthetic effects. Builds on techniques developed in ENG 260 (Writer's Studio) and language skills introduced in ENG 374 (Editing Essentials). Prerequisite: ENG 374.

ENG 390 Major Author(s)

Focuses on the works of a single author (excluding Shakespeare) **or** a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

ENG 392 Environmental Writing

Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. Prerequisite: ENG 140 or consent.

ENG 395 Studies in Nonfiction

Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 397 Internship in Writing

Interns assist in a variety of activities related to the Rollins Writing Program, i.e., Winter With the Writers, annual student readings, First Friday workshops, and other promotions. Interns are appointed by faculty selection committee. Prerequisite: Junior status and consent.

ENG 416 Topic in British Literature

Specific topics vary. Possibilities include a theme, a period, a selection of authors. Prerequisite: ENG 140 or equivalent.

ENG 430 Topic in American Literature

Specific topics vary. Possibilities include a theme, a period, a selection of authors. Prerequisite: ENG 140 or equivalent.

ENG 440 Topic in World Literature

Specific topics vary. Possibilities include a theme; a period; a selection of authors. Prerequisite: ENG 140 or equivalent.

ENG 460 Author Study

Focuses on the work of a single author (excluding Shakespeare) such as Jane Austen or James Joyce or a group of closely connected authors such as the Brontes or the Brownings. May include secondary sources (i.e., biographies, reviews, and critical/analytical essays by other writers) as well as primary works. Prerequisite: ENG 140 or equivalent.

ENG 467 Advanced Creative Writing Workshop

Requires strong, established creative writing skills and experience in writing workshops. Encourages submission of selected pieces to appropriate publications. This course may be taken three (3) times for credit. Prerequisite: ENG 367 or ENG 360; or consent.

ENG 482 Writing for Publication

Identifies the requirements and restrictions of various publications and venues (newspapers, magazines, journals, contests, calls for papers). Requires self-selection of target publications, then queries, proposals, and submission of at least two pieces written during the course. Prerequisite: ENG 360 or ENG 367.

ENG 490 Advanced Major Author(s) Study

Focuses on the works of a single author (excluding Shakespeare) **or** a group of closely connected authors. Assigned texts include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

ENG 497 Internship in Writing

Interns assist in a variety of activities related to the Rollins Writing Program, i.e., Winter With the Writers, annual Student Readings, First Friday workshops, and other promotions. Interns are appointed by faculty selection committee. Prerequisite: Senior status and consent.

ENG 498/499 Independent Study/Research

To be eligible for independent study, students must have completed a minimum of 30 semester hours at Rollins College. Prerequisite: Approval.

ENV 115 Oceanography With Lab

A study of oceanography with special emphasis on seawater composition and circulation, marine geology, marine biology, and economic resources. Includes a history of ocean studies, present development, and the future potentials of the oceans.

ENV 120 The Biosphere With Lab

A survey of biological principles which include the structure and function of cells; plant and animal physiology and anatomy; development; genetics; diversity of forms; ecology; and evolution.

ENV 130 The Geosphere With Lab

Introduces the study of geology, earth science, and ecological systems.

ENV 134 Environmental Concepts With Lab

An introduction to the scientific method and its application to environmental problems. A review of basic concepts of physics, chemistry, and biology is presented as preparation for the scientific investigation of problems such as ozone depletion, global warming, water quality testing, soil conservation, and air pollution chemistry. Students gain an understanding of present research in environmental problems and the ability to analyze scientific reports and evaluate conflicting scientific statements.

ENV 150 Physical Geography With Lab

An introduction to sedimentary rocks with an emphasis on the geomorphological and geological processes that result in the formation of natural landscapes. The laboratory emphasizes the interpretation of landscapes through topographic maps and aerial photography. Field trips focus on the interpretation of landscapes in the different physiographical regions throughout Florida. Laboratory and field trips mandatory.

ENV 189 The Environmental Crisis in its Cultural Context

Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of a mechanistic worldview and re-emergence of an organic or holistic perspective.

ENV 205/305 Topics in Environmental Studies

Discusses contemporary global environmental issues and case studies of human/environment interactions. Topics vary from year to year.

ENV 206 Caribbean Environmental History

Studies clash among American, European, and African cultures in East Indies. Views contemporary and historical geography of Florida, Mexico, and the Caribbean in light of Spanish conquest, native assimilation, and African colonization. Prerequisite: ENV 189 or LAC 200.

ENV 212 Florida Water Resources

Florida water resources are most important ecologically as well as economically. What are the characteristics of Florida's varied water resources? How fragile are they? Can we safely develop adjacent to these resources? These questions will be considered for Florida's lakes, rivers, ground water, swamps, marshes, and estuaries. The physical, chemical and biological properties of Florida's water

resources along with how Florida's weather and climate affect those resources will be explored. Also water resource laws and policies will be covered. With field trips.

ENV 215 Topics in Environmental Studies

Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ENV 216 Ecology With Lab

Explores relationships of organisms and environments, including population, community, and ecosystem ecology. Focuses on aquatic and terrestrial systems of Central Florida. Lab required. Prerequisite: Junior/senior status. ENV 120 and ENV 130.

ENV 220 Field Botany With Lab

Examines taxonomy, evolution, ecology, and the environmental significance of local flora through directed observation, identification, and experimental analysis. Students describe and identify plant specimens obtained in the field and interpret evolutionary and ecological relationships among plant groups. Mandatory field labs in Florida's natural environment and climate.

ENV 230 The Living Planet: A Portrait of the Earth

The biosphere, the area of earth supporting life, is continually changing over time. Continents drift, mountains erode, rivers change course, lakes fill in and become marshes, swamps, and eventually land, and man drastically alters his environment. Changes require plants and animals to adapt if they are to survive. The primary objective of this course is to explore the ways organisms have adapted to and colonized the biosphere—tropical rain forests, grasslands, deserts, tundra, estuaries, oceans, lakes, streams, and also the cities of man. Course will use the text by David Attenborough, which also inspired the PBS television series. Supplemented by video tapes and slides.

ENV 231 The Trials of Life: A Natural History of Animal Behavior

This course is the sequel to ENV 230G The Living Planet, but can be taken independent of that course. This course is a study of the "how" and "why" of animal behavior through the use of the Time/Life video series and the accompanying textbook, both compiled by the British ecologist David Attenborough. Advances in film technology and electronics, such as the development of fiber-optics, have allowed scientists to witness and record animal behavior unknown in the past. Additionally, more scientists have been involved in animal behavior studies in the last decade. This course will explore what has been learned concerning: the different life stages of animals; births; death; growing up; instinct versus learned behavior; communication; value of play; feeding, including hunting and avoidance of being caught; navigation; cooperation as well as competition among species; home building; social organization; fighting; courting; and the propagation of species. A diversity of teaching techniques will be used including videos, movies, slides, discussion and a field trip.

ENV 270 Environmental Literature

Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey.

ENV 280 American Environmental History

Follows evolution of land and resource use. Touches upon the destruction of Native Americans, colonial settlement, expansion of the frontier, progressive conservation movement, and evolution of the modern environmental movement. Prerequisite: ENV 189 and another ENV course.

ENV 284 Marine Biology

Introduces ecology, systematics, biogeography, and behavior of marine organisms from floating (planktonic) organisms through swimming and bottom-dwelling forms, with emphasis on organisms of Florida coasts and Caribbean. Includes lab and fieldwork.

ENV 289 Nature in the City

Takes up the problems of environmental degradation and alienation—separation of humans from nature—in American cities. Traces efforts of design professionals beginning with Frederick Law Olmsted to harmonize urban and natural worlds.

ENV 300 Land Use Controls

Law defines both property rights and the limitations placed on property use. This course analyzes how our growth can best be managed to promote the public welfare, reduce social costs, and protect property rights. Florida's Growth Management Act and its application in Central Florida will provide a major focus for the class. Emerging techniques, including new urbanism, sustainable communities, transit-oriented development, and fiscal impact analysis will also be introduced.

ENV 302 Traditional Town Planning

Explores the historical basis, principles and practice of Traditional Town Planning as an alternative to conventional, auto-oriented development, and suburban sprawl. Examines the importance of neighborhood structure, transportation alternatives, and community identity as essential components of sustainable development. Includes field trip to model communities. Prerequisite: Two ENV or GMS courses.

ENV 320 Aquatic Biology with Lab

Develops an awareness of the complex nature of the aquatic environment and the diversity of life in this medium. It starts with an exploration of the physical and chemical factors operating in the aquatic environment; then the most important groups of plants and animals are studied. Finally, the individual groups are put together as populations and communities, and the applied side of biology is examined through a short study of water-pollution biology. With laboratory and field trip. Prerequisite: Two ENV or GMS courses.

ENV 323 Conservation of Biodiversity

Explores the contemporary human impact on global biological diversity from an interdisciplinary perspective. Assesses value of such conservation strategies as extractive reserves, national parks, and wildlife corridors. Prerequisite: ENV 120 recommended.

ENV 325 Natural Habitats of Central Florida

Investigates complex interactions between climate, landforms, soils, plants, and animals. Teaches ecosystem mapping techniques. Prerequisite: ENV 120 or ENV 130

ENV 327 Principles and Methods in Environmental Analysis

Introduces students to techniques of environmental field analysis and regulatory requirements. Covers regulatory criteria (i.e. wetland delineation), standards and guidelines for environmental assessments, and site analysis and sampling techniques. Students will also critique project case studies in groups to emphasize the problem-solving techniques employed at environmental firms and agencies. Prerequisite: ENV 220.

ENV 348 Sustainable Development

Explores both theoretical and actual development strategies that are ecologically and socially acceptable. Prerequisite: ENV 292 or consent.

ENV 362 Environmental Politics

This course will examine the diverse influences and interests that shape environmental policy, with special emphasis on the role of the media. The presidential election will provide a unique opportunity to see how these influences and interests actually play out in the present political climate.

ENV 365 Environment and Development in Central America

Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population growth combine with other environmental factors to severely depress living standards throughout the region. Explores appropriate models of sustainable development for the region. Optional field study component also available.

ENV 372 Images of the Environment as Seen Through Film

Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of the future. Screens such movies as *Modern Times*, *Koyaanisquatsi*, *Jeremiah Johnson*, *The Apprenticeship of Duddy Kravitz*, *Local Hero*, *Them*, *The Birds*, *Metropolis*, *Never Cry Wolf*, *Wild River*, and *Man in the White Suit*. Prerequisite: One ENV course or consent.

ENV 375 Island Economies and Sustainable Development in the Caribbean

Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development with an emphasis on successful models of investment. Optional field study component also available.

ENV 385 Sustainable Development in the Amazon Basin

Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development with an emphasis on successful models of investment. Optional field study component also available.

ENV 386 Environmental Law

Introduces the interpretation and application of federal, state, and local environmental regulations in the U.S. Focuses on national and local land-use planning and federal judicial response to environmental problems past and present. Covers air and water pollution, dredge-and-fill laws, historic preservation, toxic-waste, and growth management regulations. Recommended: ENV 120, 189, and 292.

ENV 389 Environmental Planning

Provides an understanding of competing demands for urban growth and development and needs to conserve and protect limited natural resources. Concludes with environmental issues in Central Florida. Prerequisite: Junior/senior status. ENV 189 and 220.

GMN 221 Germany Today: East Meets West

Examines German society in twentieth century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural developments.

GMS 191 Humanscapes: The Urbanization Process

Humanscapes is a study of the environmental and psychological factors that we rely on to make sense of our cities and neighborhoods. This course also examines the failure of modern communities to provide a common life that connects humans to each other and the landscape. The steps needed to rectify this

dilemma and create communities that are easy to understand, yet continually stimulating, is the final component of this course.

GMS 200 Pursuing the American Dream: Housing in America

This course provides an overview of housing issues, with an emphasis on affordable housing. Students analyze the political, cultural, and economic components that influence the provision of the nation's housing. In examining the many facets involved in the provision of the American home, this course also reveals the nature and reality of the American dream.

GMS 201 Introduction to Historic Preservation

This course provides an introduction to issues of historic preservation. Topics include the history and language of the movement, governmental agencies and their activities, adaptive reuse, and architectural history. Research involving historical written sources, maps, photos, and oral history will be used in class assignments.

GMS 215 Topics in Urban and Growth Management Studies

An exploration of selected topics in urban and growth management studies. May be repeated for credit if topics vary.

GMS 302 Citizen Participation and Community Dynamics

This course examines the components that make a community work. Case studies and local projects are studied to find out how communities function and what makes them unique. Since citizen participation operates at the most fundamental level of American democracy, students are also introduced to the communication tools and techniques for resolving conflict and building consensus. Previously GMS 202.

GMS 324 Statistics for Urban Affairs

Public officials often need to evaluate policy options objectively. The evaluation process, including the identification and ranking of alternatives, and common analytical methods used during the process are presented. Surveying methods, such as preparing a sampling plan and designing survey instruments, are also covered, as are statistical techniques for analyzing data collected. The course is applications oriented, using examples as much as possible to illustrate how officials use the evaluation process and analytical methods in real world situations.

GMS 498 Internship: Growth Management Studies

Internship in the field of Urban and Public Affairs involving such organizations as planning agencies, development firms, and environmental consulting firms.

GRK 101 Introduction to Ancient Greek

Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible.

HIS 113/114 History of Modern Europe

Presents the political, intellectual, social, economic, and religious history of Europe from the Renaissance to the present. Spans 1500–1815 in the first term, 1815–present in the second. Suitable for nonmajors.

HIS 142/143 History of the United States

Examines major political, social, and economic themes from the revolutionary era to the present. Covers 1763–1877 in the first term, 1877–present in the second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

HIS 200 American Experience: A Cultural History

An introduction to American Culture through an examination of how significant American values and attitudes helped shape behavior and institutions. Representative topics will deal with the historical development of the concepts of community, public virtue, mission, public welfare, and others. Suitable for students who have taken either HIS 242G or HIS 243G or both and also for those who simply have an interest in why we believe what we believe.

HIS 208 Ancient History

Surveys the ancient world from prehistoric times through middle of the fifth century, with emphasis on Greece and Rome.

HIS 212 Zhong Guo: Journey to the Middle Kingdom

Experience China's rich past and vital present in this study-and-travel course on China. In the in-class sessions (spring 2008), students will be introduced to the outlines of Chinese history, major aspects of Chinese society and culture, characteristics of the writing system, and use of character dictionaries. For the optional travel lab (during May intercession), students will travel in China for two weeks, visiting famous historical sites such as the Great Wall and Forbidden City in Beijing, the underground terracotta army in Xian, and natural scenery in Guilin, witnessing the impact of its recent opening and reforms, and interacting with local people including Peking University students.

HIS 304 History of American Civilization

An overview of United States culture, past and present. This course takes an interdisciplinary approach to topics including the qualities of American character at different historical moments; the values and world views of Americans, and the beliefs and circumstances that helped generate them; and the ways in which literary and material artifacts may be read as clues to American culture.

HIS 308 World War II: A History

An examination of the causes, development, and consequences of the Second World War beginning with a discussion of the political and diplomatic background to the war. In exploring the military, political, and social aspects of the war, special emphasis is given to analyzing the war in the Pacific as "seen" through the prisms of both the American and Japanese experiences. Other focal points address the major "turning points" of the war, the American infantry man in combat, the role of American women in wartime, the decision to drop the atomic bomb on Hiroshima, and an examination of the main consequences of the war.

HIS 311 History of American Sexuality

Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues.

HIS 328 European Diplomacy, 1848 to World War II

The concepts, techniques, forces, and personalities which dominated European diplomacy in the era of Europe's greatest power and which formed the prelude to contemporary diplomacy.

HIS 330 America Between the Two World Wars

Focuses on the 1920s and 1930s: culture of the 1920s, economic crisis, New Deal reform, and particularly the rise of consumer culture and its effect on the Depression generation.

HIS 333 The Early Republic

Examines attempts by post-Revolutionary generations—1780s to 1840s—to define and perpetuate the "republican" way of life. Deals with memory of the American Revolution, impact of the French

Revolution, evolution of political parties, ethnocultural politics, and economic expansion and attendant social ferment. Prerequisite: HIS 142 or consent.

HIS 334 Civil War and Reconstruction

Probes 1846–1877: slavery-extension controversy, changes in the second-party system, the crisis of 1857–61, Lincoln as emancipationist/racist, federalism and problems of restoring the Union, constitutional protection of freedmen’s rights, and the “tragedy” of Reconstruction. Prerequisite: HIS 142 or consent.

HIS 335 History of the South

Explores defining characteristics of the Old South and their present relevance. Analyzes the Old South mystique, master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, sense of grievance against “outside agitators,” preoccupation with race, cult of the lost cause, recurrent ideas about the New South, and burden of the past. Prerequisite: HIS 142, HIS 143, or consent.

HIS 336 The Dictators of Modern Europe, 1920–1939

During the period between the two World Wars, most of the European nations came under the control of totalitarian regimes. The list includes some of the most notorious dictators of human history: Adolf Hitler, Joseph Stalin, and Benito Mussolini. This course will examine how these men and others attained and maintained power and how they changed the course of European history. In particular, the course will assess the impact these dictatorships had on European culture and society in the interwar period.

HIS 338 The Civil War: A Military and Cultural History

This course will be shaped around the highly acclaimed PBS series “The Civil War.” The course will approach the Civil War as the “American Iliad,” emphasizing the epic quality of the struggle, its poetic, romantic, heroic and tragic elements. In this way, we will begin to see the Civil War not only as an event but as a product of the American imagination.

HIS 341 Era of the American Revolution

Analyzes the nature of colonial society, the place of colonies in the British mercantile system, the origins of American political culture, and the causes and consequences of the Revolution. Examines the Constitution as a culmination of the Revolutionary era. Prerequisite: HIS 142 or consent.

HIS 344 American Constitutional History: Colonial Period to 1877

Discusses major Supreme Court decisions in the context of historical movements such as Jacksonianism and Progressivism. Studies developments such as industrialism and war that influenced the Constitution. Begins with the colonial period to 1877 in the first term and concludes with 1877 to present in the second.

HIS 345 American Constitutional History: 1877 to Present

Discusses major Supreme Court decisions in the context of historical movements such as Jacksonianism and Progressivism. Studies developments such as industrialism and war that influenced the Constitution. Begins with the colonial period to 1877 in the first term and concludes with 1877 to present in the second.

HIS 346 America Since 1945

Approaches post-WWII years thematically, emphasizing social and cultural trends. Prerequisite: HIS 143 or consent.

HIS 348 United States Urban History

The rise of the city from the Colonial Era to the present. Focusing on the economic base of urban expansion, the human ingredients, the European roots of American city planning and government, the changing function of cities, spatial patterns, urban politics, urban services, and the image of the city in American thought.

HIS 360 Women in American History

A survey of major trends in women's history from the colonial period to the twentieth century. Special emphasis on the experiences of "ordinary" women, the effects of industrialization on women's lives, cultural attitudes toward women, and changes in our ideas about what it means to be female.

HIS 362 History of American Foreign Policy

Presents patterns, themes, and developments in foreign policy, with an emphasis on the twentieth century.

HIS 363 Hitler and Nazi Germany

Through lectures, readings, and video presentations, this course explores the life, career, and "meaning" of Hitler. Special emphasis is given to aspects of Nazi racial policies, Hitler's foreign policy goals, and his role in World War II.

HIS 365 Topics in History

Probes narrow topic in American or modern European history. May be repeated for credit.

HIS 368 Anatomy of a Revolution

A comparative study of revolutionary activity in England during the seventeenth century and America and France in the eighteenth century. The impact of intellectual, social, and political forces in each instance will be analyzed and contrasted with the other revolutionary movements. Suitable for nonmajors.

HIS 370 Topic: Race and Ethnicity

This course is an introduction to racial and ethnic identity issues through a critical examination of the social, political, and economic factors that helped to construct identity in the United States. We will examine how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity.

HIS 383 The Decline of Europe

Explains the cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon the effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

HIS 462 Modern Germany

A study of the political, social, and cultural trends in Germany since Bismarck, with special emphasis on the Wilhelmina era, the Third Reich, and conditions in the two Germanys from 1945 to reunification.

HLR 101 Library Research: America and England in the Eighteenth Century

The purpose of Library Research is to help students become more sophisticated users of the library. Focusing on an examination of the history of England and her American colonies during the revolutionary era, this course will illustrate how print, nonprint, and electronic information is systematically gathered, stored, and retrieved and how a variety of library services help make that information available to users. In the process of gathering resources and information for research projects dealing with the American Revolution, students will learn about the research process and the

critical thinking skills needed to create efficient and effective research strategies and to evaluate the information found. Credit/No Credit only.

HUM 300 Public Art, Private Lives

Considers the intersection of the public and private lives and works of the Bloomsbury Group, a collection of artists, writers, and social scientists who, in the early twentieth century, changed intellectual thought in Britain. Previously offered as HUM 315A.

HUM 303 Humanities: Ancient

Western Civilization has its inception in the ancient world. We will study the art, architecture, philosophy, and literature of classical Greece, seeing how they differed and developed from previous cultures, how they were transformed in Roman civilization, and what impact they have made on the modern world.

HUM 304 Humanities: Medieval and Renaissance

The close of ancient Roman civilization corresponds to the rise of Christian culture in Western Europe. This time, which we call the beginning of the Middle Ages, saw the Christian Church, with its changing theological positions, become the sole arbiter of style, techniques, and subject in the arts and literature. This aesthetic dynasty began to diminish in the late Middle Ages until classicism and humanism reemerged in the Western civilization during the Italian Renaissance. In this course, students will investigate the development of Medieval theology and Renaissance humanism to determine how this changing relationship between mankind and its god influenced Western creativity. Prerequisite: ENG 140 or equivalent.

HUM 305 Humanities: Classicism and Romanticism

Between 1650 and 1850, two conflicting modes of thought influenced the humanities. Prior to 1790, the classical tradition predominated, while after 1790, the romantic came to prominence, yet neither succeeded in overwhelming the other. This course explores the impact of these two traditions on the history of the period 1650–1850, especially on art, music, literature, and philosophy. First, we will explore the underlying philosophy of these two traditions and their various means of expression. We will then observe the impact of classicism on the enlightenment and the factors which created a shift to romanticism in post-revolutionary Europe.

HUM 306 Humanities: Modern Period

This course will focus on the art, literature, music, and philosophy of the twentieth century. We will cover early modernism, postwar existentialism, the avant-garde as well as new voices in poetic protest.

HUM 315 Topics in Humanities

Introduces subdisciplines. Varies from year to year. May be repeated for credit.

IFT 106 Using the World Wide Web for Research

Designed to help students learn how to find information for academic research. Also explores Web resources for professional and personal use. Objectives are to sharpen research abilities, critical thinking, and term paper writing skills by researching, selecting, and evaluating Web sites. Exercises require use of the library and WWW resources. Assumes knowledge of basic Windows functions, including use of scroll bars, mouse, and menus. (One (1) semester hour. CR/NC.)

IFT 107 Using PowerPoint and Computer Graphics

Students will learn to use Microsoft PowerPoint and graphics techniques for creating effective classroom presentation. Final project: classroom presentation. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. (1 semester hour. CR/NC.)

IFT 109 Using Access for Data Collection and Analysis

Microsoft Access will be used to show how information is stored and retrieved for use in data collection and analysis. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. (1 semester hour. CR/NC.)

IFT 110 Using Excel Spreadsheets Effectively

Students will learn how to use Microsoft Excel to solve problems that might be expected in liberal arts courses. Basic math skills required. Final project. Student cannot receive credit for both IFT 110 and Spreadsheets for Accounting. Assumes knowledge of basic Windows functions including use of scroll bars, mouse, and menus. (1 semester hour. CR/NC.)

IFT 112 Creating Web Home Pages

Students will learn the basic skills necessary to create Web pages, including the incorporation of computer graphics into pages. Students will create their own home pages as a final project. Assumes knowledge of basic Windows, Netscape, and Rollins Novell systems. (1 semester hour. CR/NC.)

IFT 113 Creating Home Pages for the World Wide Web II

Students will use high-level Web tools such as FrontPage, Dreamweaver, and others to create advanced Web applications. Prerequisite: IFT 112 or consent.

IFT 116 Special Topics/Information Technology

Students will work independently with an instructor to develop specialized skills such as database, Perl, CGI, other Web programming tools, or other topics as agreed to by student and instructor.

IFT 120 Design with Photoshop

Students will learn to use the features of Adobe Photoshop image-editing software to create and manipulate graphics for print and the Web. Format will be class meetings and online assignments. Students will be expected to work independently. Final project. (1 semester hour. CR/NC.)

IFT 130 Information Technology Lab 1

Course will provide instruction to student employees on the operation of the campus network, e-mail, Web systems, as well as general computer knowledge. It will also help students to cope with working in stressful situations, responding to requests for assistance by phone and in person, and research problems. (1 semester hour. CR/NC.) Prerequisite: IT assistants only.

IFT 300 Digital Video I

Explores video capturing, editing, and exporting through hands-on integrated use of digital cameras, VHS, CDs, and DVDs. Video editing software will be used to create transitions and effects.

IFT 301 Digital Video II

Presents advanced video editing techniques using industry standard software, as well as nonlinear and nonliteral use of images and video. Prerequisite: IFT 300.

INAF 125 Politics and Culture in the Middle East

An introduction to the politics and social organization of the Middle East, including North Africa, studied in its Islamic cultural setting. The course deals with a contiguous group of countries, from Morocco to Pakistan. Their political systems vary, but they share a common history, culture and values based on the religion of Islam. The course examines the Islamic cultural heritage and the dilemmas for Islamic peoples caused by twentieth-century social and political change. Change is particularly difficult for these peoples since there is no separation between church and state. The impact of change on them will be studied through an analysis of specific change agents: technology, foreign political control,

secular ideologies (e.g. Marxism), and Western-model materialism. Not available to students who have completed POL 125.

INAF 200 International Relations

This is an introductory course in international relations. Its main objectives are (a) to examine and understand the international system—its main actors, basic elements like power, national interest and foreign policy process, dynamics and institutions—and (b) to analyze some current substantive issues including the ‘new world order.’ This being a very complex subject, emphasis will be placed on questions of war and peace, arms control, the North-South relations, and future of the state and states system. This course must be taken prior to INAF 201 International Organization and INAF 303 Diplomacy.

INAF 232 World Issues of Our Times

A forum for the development of informed attitudes and opinions on issues of international significance, evaluated from the viewpoint of American foreign policy and national interest. Both a substantive and a geographical approach are used, including development, globalization, terrorism, energy, environment, trade, defense and security, and in the context of the foreign relations of the U.S. with different regions of the world. The core readings and materials are derived from the yearly national Foreign Policy Associations’ Great Decisions program.

INAF 303 Diplomacy and Negotiation

This course explores the evolution of diplomacy as an institution and as an art. Students explore the origin, development, comparison of old and new diplomacy; its functions, types, value; its relationship to power, ideology and culture, and the qualities and criticisms of diplomats. The definitions, prerequisites, and elements of negotiation process as well as the factors that impede negotiation also will be examined. This is a quasi-seminar course, beginning with lectures to lay the ground work and then becoming a seminar course that incorporates student presentations on topics of interest. Previously offered as POL 315 topic course. Prerequisite: INAF 200 recommended.

INAF 310 Terrorism: A Global Challenge

This course traces the evolution of terrorism and considers its impact on international relations and other global interactions and relationships. Previously offered as INAF 315F.

INAF 320 International Business Development

Details the elements required to market a product or service internationally. Covers international business development, market selection, country research, sales channel options, and international business law issues. Previously offered as offered under topics course INAF 315 International Trade. Prerequisite: Junior status.

INAF 322 Islam, Culture and Politics

During the last eight years, America has pursued a policy of democratization in the Muslim world, but the results predictably failed to bring to power forces aligned with US interests. It is important to understand the cultural context of Muslim politics which has, for at least three decades, followed a popular Islamist trend moving in an anti-US direction. This point is best understood by reviewing the diverse phenomena of political Islam in several countries of the Middle East, North Africa, and South Asia.

INAF 340 U.S. Foreign Policy Strategy in the Middle East

The nature, origin, and historical development of conflict between the Arab nations and Israel and the role of outside powers in conflict management relative to Arab-Israeli relations. This course will examine and compare Zionism and Arab nationalism as political/ideological movements, and deal with

such topics as: the role of the U.S., Britain, and other major powers in the Middle East; Soviet-American rivalries in the region; the international structure of the Israeli state; Palestinian irredentism; Arab-Israeli wars and the peacekeeping process.

INAF 356 Asia in the International System

A survey and critical evaluation of the international status of the nations of East, West, South, and Southeast Asia. Both the relationships among the nations of Asia and between these nations and the rest of the international community will be covered. Special attention will be given to the relationships between the U.S. and Asia as well as to the political, economic, and military issues and trends within this region.

INAF 358 The Viet Nam War in Film

This seminar will cover the basic history of the Vietnam War, especially as it reflects conflicting cultural values and interpretations. From the American point of view, these interpretations will be analyzed mainly through their expression in major films about this war. The cinematic features and styles of these major films will also be analyzed. Prerequisite: INAF or ANT Senior.

INAF 384 East Asian Politics

Compares the political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order. Not available to students who have completed POL 384.

INAF 386 South Asian Politics

This course presents a comparative analysis of the political systems including political culture of South Asia, including India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan. Topics include: ancient civilization; the traditions of spiritualism, tolerance of ambiguity, and ideological flexibility in contrast to Western thinking; Mahatma Gandhi's message of nonviolence and public aspect of 'dharma' and 'atma'; caste system and its challenge to national integration; and the role/exploitation of religion in the politics of South Asian countries. A special emphasis will be placed on Afghanistan, Pakistan nuclear deterrents, and the war on terrorism.

INT 200 Introduction to Liberal Studies

An interdisciplinary approach to the liberal arts, this course will introduce the liberal arts through a single theme examining the human predicament. It will consider the way artists, writers, composers, and philosophers have approached the topic and through artistic expression provided a deeper understanding of the human condition. This course is required as one of the first four courses unless students have completed the associate of arts degree and/or two humanities (HUM) courses prior to entering Rollins. Prerequisite: ENG 140 or equivalent.

INT 215/315 Interdisciplinary Topics

Study of selected topics offered across a range of academic disciplines. May be repeated for credit provided that topics vary in content.

INT 221 Statistics for the Social Sciences

Introduction to statistics for social science students, with the major emphasis on the concepts of statistical inference. Topics covered include distributions, probability, the testing of hypotheses, estimation, non-parametric methods, correlation, and regression. Computer programs and self-instructional media support the course. Prerequisite: HS Algebra or equivalent.

INT 246 Visions of Florida

Using a wide variety of writings from the anthology *The Florida Reader*, *Visions of Florida* will explore the ways different individuals and groups have attempted to describe the meaning of the Florida experience. From Spanish explorers and Seminole Indians to yuppie vacationers and college students on spring break, groups coming to the state have envisioned it as a paradise. What happens when their visions encounter reality will be the subject of this course. Readings will include fiction by Ring Lardner, Zora Neale Hurston, and Marjorie Kinnan Rawlings; essays by Ralph Waldo Emerson, and Harriet Beecher Stowe; journals by Jonathan Dickinson, and John James Audubon; and selections from travel guides and guidebooks. Class meeting times will vary. Prerequisite: ENG 140.

INT 260 Foundations of Leadership and Citizenship

Foundations of Leadership and Citizenship introduces students to the study of leadership, social change, and service learning from both theoretical and practical perspectives. The course explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Through readings, case studies, reflective journals, and group work, students examine leadership as an inclusive, relational process through which individuals, organizations, and systems can create social change. This course culminates in a portfolio demonstrating the students' personal assessment and experiential understanding of leadership and citizenship.

INT 261 Leadership and Citizenship in Action

This course builds upon a theoretical understanding of leadership, social justice, social change, and service by fostering collaboration among students in the class and with their communities through diversity and community education, community service, skills training, and facilitation opportunities. Students continue to synthesize their concepts of leadership through portfolios, reflection journals, and papers that describe their personal leadership models and gain the additional knowledge, skills, and resources to function as responsible leaders and engaged members of the Rollins College and Central Florida communities. This course culminates in a portfolio demonstrating the students' personal assessment and experiential understanding of leadership and citizenship. Prerequisite: INT 260.

INT 340 Great Trials of the Century

A study of the cases that made headlines and influenced our lives in the twentieth century: the Lindbergh Kidnapping, the Rosenberg Spy Case, the Leopold-Loeb Murder trial, the trials of Dr. Spock, Father Berrigan, and the famous "Chicago Seven," the McCarthy hearings, the Nuremberg Trials, the trial of Adolf Eichmann, the trial of Lee Harvey Oswald for the murder of President Kennedy, the trial of Sirhan for the assassination of Robert Kennedy, the "Anarchy" trials of Sacco and Vanzetti, and a host of other famous cases. Prerequisite: At least one course in sociology, politics, history, or consent.

INT 381 Computer Law and Ethics

Examines the ethical and legal aspects of information technology, with an in-depth analysis of the intellectual property protection afforded to computer hardware, software, patent copyright, and trade secrets. Includes an overview of ethical theory, legal principles, and their application to the computer age. Topics include copyrights, patents, trade secrets, trademarks, computer crimes, hacker activities, and censorship.

INT 390 Personalized Leadership Capstone

This capstone experience synthesizes students' understanding of leadership and citizenship and incorporates a service-learning experience focusing on students' personal concept of leadership and its application through a sustainable community project. With the guidance of a faculty advisor and a community mentor, each student designs and implements a community-based project demonstrating the application of responsible leadership and engaged citizenship. Students finalize their portfolio from

previous leadership courses. Additionally, students present their projects to an applicable audience.
Prerequisite: INT 260 (3.0 GPA), INT 261, and Leadership Across the Curriculum course work.

INT 395 Hamilton Holt School Internship Program

An academic internship is a temporary work experience that contains sufficient academic content and rigor to merit the granting of academic credit. It is supervised both by the Holt School Internship Coordinator and by an onsite representative of the employing firm. The student must pay tuition and fees for the number of hours for which he/she expects to receive academic credit (2, 3, or 4 semester hours).
Prerequisite: Satisfactory completion of the academic review process, junior standing, 2.5 or better cumulative grade point average, good social standing, and participation in mandatory orientation.

INT 399 Holt School Peer Advising Program

This scholarship program permits selected academically talented students to serve as peer mentors to new and returning Holt School students. Intensive training emphasizes interpersonal, organizational, and interviewing skills, as well as knowledge of the curriculum and the institution. This two-term experience (fall and spring) awards two (2) semester hours of credit per term.

INT 400 Death and Dying

An examination of the legal and ethical issues in the practice of withholding treatment from terminally ill patients, the “Baby Jane Doe” cases, the concept of “mercy killing,” active Euthanasia, suicide, capital punishment and the implications of surviving death. In addition to case studies and professor’s lectures, guest lecturers from various related disciplines and survivors of the Holocaust, Hiroshima, and recent terrorist activities will meet in workshop sessions with the class.

JPN 101 Elementary Japanese I

An introduction to the Japanese language, stressing speaking, listening, and writing systems. JPN 101 assumes no previous study of the language.

JPN 102 Elementary Japanese II

An introduction to the Japanese language, stressing speaking, listening, and writing systems.
Prerequisite: JPN 101.

JPN 201 Intermediate Japanese I

An intermediate-level language course which provides practice in conversation and a grammar review within the framework of the three basic skills: speaking, reading and writing. Prerequisite: JPN 102.

JPN 202 Intermediate Japanese II

This course presents more intricate concepts of Japanese grammar, stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. Prerequisite: JPN 201.

LAC 200 Foundations of Latin American Culture and Society

Explores the Spanish discovery of the Americas to the present. Considers Indian background, colonial Hispanic foundations, the search for Latin American identity, economic dependency and development, governments, U.S.-Latin American diplomatic and international relations, and future of the region.
Taught in English.

LAC 201 Foundations of Caribbean Culture and Society

Explores the history from 1492 to present: Africa in the New World; colonial heritage; slavery; ideological and sociopolitical background of Caribbean society; plantation system; contemporary social structure; ethnicity and ethnic-group relations; major themes of English, Spanish, and French Caribbean

literature; folklore and religion; U.S.-Caribbean international relations; and future of the region. Taught in English.

LAC 205/305 Topics in Latin American or Caribbean Affairs

A study of selected topics. Varies from year to year. May be repeated for credit.

LAC 207 History of Florida

A survey of the history of Florida from pre-Columbian times to the present. Particular attention will be given to the Spanish-Colonial period, territorial days, statehood, civil war, and reconstruction, as well as Florida's social, economic, and political development in the twentieth century. Taught in English.

LAC 211 Modern Latin American History

An introductory course that surveys the history of Latin America from 1492 (Columbus' discovery of the Americas) until today. The course places heavier emphasis on the history of Argentina, Brazil, Chile, Mexico, Central American, and Cuba. Taught in English.

LAC 260 The Peoples and Cultures of Latin America

A survey of the cultures of Mexico, Central America, Colombia, Peru, and Bolivia in terms of their pre-Columbian and ecological development, initial contact with Spanish civilization, and their present social, economic and acculturative problems. Topics include: the Hispanic and Portuguese inheritance; the Indian population, its philosophy, and its identification; the "closed" and "open" community; and the nature and function of Latin American sociopolitical and religious organizations.

LAC 301 Mexico: An Anthropological and Cultural Study

Surveys the major sites, monuments, and colonies of historical and anthropological importance in the Valley of Mexico and surrounding states. The course involves three Saturdays of class on the Rollins campus and 10 days in the Republic of Mexico.

LAC 303 Mexico: Pre-Hispanic Days to the Present

Introduces the student of culture to the culture of Mexico, from pre-Hispanic days to the present. The course consists of one week of classes on the Rollins campus and approximately ten days in the Republic of Mexico visiting such places as Teotihuacan, Tula, Acolman, Cuernavaca, Puebla, Cholula, and the famous Museum of Anthropology in Mexico City.

LAC 304 Prehistory of the Ancient Maya

Covers the archeological history of the Mayan civilization in Central America and southern Mexico from its initial development until their decline after the Spanish conquest of the region. The course consists of a number of class meetings on the Rollins campus, and approximately eight days in Mexico.

LAC 400 Seminar in Latin American and Caribbean Affairs

Highlights research on contemporary problems. May delve into the health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of the elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. Prerequisite: Second-semester junior or senior standing, LAC 200, and LAC 201.

MAT 103 Quantitative Reasoning

Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population versus sample, parameter versus statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

MAT 109 Precalculus Mathematics

Discusses function, including behavior and properties of elementary functions—polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for MAT 110 and MAT 111.

MAT 140 Discrete Mathematics

Introduces the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for further work. Topics include functions, relations, sets, simple proof techniques, Boolean algebra, propositional logic, digital logic, elementary number theory, and the fundamentals of counting. Prerequisite: Math preparation sufficient to take calculus at the college level.

MUA 101 Applied Music

Involves twelve 30-minute lessons in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. One semester hour credit. Graded CR/NC. Appropriate for beginners. Fee course.

MUA 200A Rollins Chamber Singers

Emphasizes the performance of high-quality literature for large choral ensemble.

MUA 200B Rollins Singers

Concentrates on contemporary, popular, and early music pieces for several small choral ensembles. Prerequisite: Audition. Corequisite: MUA 200A.

MUA 200C Rollins Concert Choir

Focuses on music for the most select choral ensemble. Corequisite: MUA 200A. Prerequisite: Audition.

MUA 200D Women's Ensemble

Spans a wide variety of styles, especially composers who specialize in music in this voicing. Prerequisite: Audition.

MUA 200E Rollins Brass Ensemble

Joins students and community members in performing brass music from the Renaissance through the twentieth century. Prerequisite: Audition.

MUA 200F Rollins Jazz Ensemble

Performs jazz from all periods. Prerequisite: Audition.

MUA 200G Flute Choir

Combines students and community members in performing flute ensemble music. Prerequisite: Audition.

MUA 200H Percussion Ensemble

Emphasizes music for percussion instruments. Prerequisite: Audition.

MUA 200I Small Chamber Ensembles

Includes small vocal and instrumental ensembles. Varies from term to term. Prerequisite: Audition.

MUA 200J Bach Festival Choir

Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. Prerequisite: Audition.

MUA 200K String Ensemble

Tailors string literature from all periods to ensemble's instrumentation. Prerequisite: Audition.

MUA 200L Horn Ensemble

Teams students with community members in performing horn music from the Renaissance through the twentieth century. Prerequisite: Audition.

MUA 200M Opera Workshop

Delves into the study and performance of opera roles and scenes. Prerequisite: Audition. Corequisite: MUA 200A.

MUA 200N Mallet Ensemble

Performs music for marimba, glockenspiel, xylophone, vibraphone, and chimes. Prerequisite: Audition.

MUA 200O Pep Band

Performs at college athletic events. Winds, brass, and percussion. Prerequisite: Audition.

MUA 200P Sightsinging

Additional training for the musical ear. Involves elements of association, habit, memory, theoretical understanding and imagery. Prerequisite: MUS 152.

MUA 200Q Orchestra

Performs orchestral literature including concertos and symphonies. Prerequisite: Audition.

MUA 200R Wind Ensemble

Performs wind ensemble and light classics literature. Prerequisite: Audition.

MUA 201 Applied Music for the Music Major/Minor

Involves twelve 45-minute lessons in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward the major/minor. Two semester hours credit. Letter grade. Appropriate for those continuing studies. Fee course.

MUA 202 Applied Music

Involves twelve 45-minute lessons in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward the major/minor. Two semester hours credit. Graded CR/NC. Appropriate for those continuing studies. Fee course.

MUA 301 Applied Music for the Music Major/Minor

Involves twelve 45-minute lessons in any applied area by juried petition only. May be repeated for credit. Two semester hours credit. Graded on a letter basis. Prerequisites: excellent performance skills, music majors and minors by audition only. Fee course. Prerequisite: Audition.

MUA 401 Applied Music for the Music Major/Minor

Involves twelve 45-minute lessons in any applied area by juried petition only. May be repeated for credit. Two semester hours credit. Graded on a letter basis. Prerequisites: excellent performance skills, music majors and minors by audition only. Fee course. Prerequisite: Audition.

MUS 120 Musical Awareness

Presents aspects of Western art music, jazz, rock, and non-Western music. Emphases will vary according to professor teaching the course. Designed for non-musicians. Does not fulfill elective credit for music major.

MUS 140 Introduction to Music Theory

Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

MUS 151 Theory 1: Harmony

Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Corequisite: MUA 101B or 202B Applied Music: Piano.

MUS 152 Theory 2: Harmony

Explores perceiving and writing music through simple exercises in traditional harmony and voice leading. Studies historical examples. Corequisite: MUA 101B or 202B Applied Music: Piano. Prerequisite: MUS 151 or consent.

MUS 160 History of Jazz

Examines American popular musical styles from 1930 to the present—from musical components to musicians. Touches upon cultural, social, and historical milieu. Materials fee.

MUS 165 History of Rock and Roll

Probes the sociological, cultural, political, and musical impact of rock and roll. Samples the diverse styles of “pop” music and discusses the technology of electronic music. Materials fee.

MUS 190 Introduction to Music and Technology

An introduction to the musical uses of computers, synthesizers, and sound design. The student will learn how to sequence, edit, mix, notate and arrange music using modern techniques and computer applications. These applications include: Digital Performer, Sibelius and Pro Tools. Knowledge of both computers and music is imperative. Prerequisite: MUS 151.

MUS 220 The Marriage of Music and Poetry

Compares music (“language” of sound) and poetry (“music” of language) as expression: form, structure, syntax, articulation, and influences. Ponders how the combination of music and poetry often results in a more expressive and fused art form.

MUS 223 Singing Diction

Applies International Phonetic Alphabet to languages sung on lyric stage: English, Italian, Latin, Spanish, French, and German. Examines vowel and consonant formation and problems of intelligibility in different pitch ranges.

MUS 225 Topics in Music

Ranges from popular music to masterworks of European art music. Varies from term to term.

MUS 230 Rhythm of Music and Life

This course provides an understanding of rhythms from different cultures and how societies are shaped by cultural and artistic beliefs. Examines rhythms from Africa, South America, and world cultures, provides basic percussion instruction on a variety of instruments. Does not fulfill elective credit for the music major or minor.

MUS 251 Theory 3: Counterpoint

Expands writing skills in species counterpoint in two and three voices. Includes analysis of contrapuntal forms-invention and fugue. Prerequisite: MUS 152 or consent.

MUS 252 Theory 4: Chromatic Harmony and Introduction to Analysis

Highlights writing more chromatic harmonic accompaniments to melodies (Neapolitan 6th chords, 9th, 11th, 13th chords), as well as analyzing varied music. Prerequisite: MUS 152 or consent.

MUS 260 Music of the World's Peoples

Familiarizes students with African, Native American, African-American, Asian, and Eastern European music—both as sound and as historical, social, and cultural product. Emphases will vary according to professor. Materials fee.

MUS 280 Masterpieces of Choral Music

Surveys history and performance practices of masterworks of choral literature from the Renaissance to the twentieth century.

MUS 285 Music Business and Technology

This course is designed to familiarize the student with the many aspects of business and technology associated with the contemporary music industry. Topics covered will include: MIDI, notation printing, royalties, web applications, marketing, recording techniques, and common music business structuring. Prerequisite: MUS 152 or consent.

MUS 290 Basic Conducting

Includes baton technique and basic score reading. Lab format. Prerequisite: MUS major and SO status, or consent.

MUS 310 The Art of Performing

Explores etiology and elimination of stage fright. Presents methods for reducing anxiety and communicating with confidence.

MUS 314 Improvisation

Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. Prerequisite: MUS major or consent

MUS 320 Writing About Music

Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

MUS 325 Love! Death! Opera!

Traces inspiration of specific operas—original novels and plays, as well as librettos derived from them. Video performances reveal transformations of written word to lyric stage. Suitable for non-Music majors.

MUS 330 Bach's Back!

A writing-intensive course keyed to the music performed by the Bach Festival Society during the spring term of each year. Readings focus on the cultural, social, and historical contexts of the musical works. Prerequisite: MUS 152 or consent.

MUS 340 Methods: Percussion

Study, discussion, and analysis of methods and techniques of all instruments in the brass family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Music major/minors only.

MUS 341 Methods: Brass

Study, discussion, and analysis of methods and techniques of all instruments in the brass family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Music major/minors only.

MUS 342 Methods: Strings

Study, discussion, and analysis of methods and techniques of all instruments in the string family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Music major/minors only.

MUS 343 Methods: Woodwinds

Study, discussion, and analysis of methods and techniques of all instruments in the woodwind family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Music major/minors only.

MUS 351 Seminar in Composition I

Emphasizes the development of a solid compositional craft to be attained through writing projects for a variety of media. Recent musical trends and literature will be discussed. Each semester will culminate in a recital of student works. Prerequisite: MUS 152.

MUS 352 Seminar in Composition II

Students will be encouraged to undertake projects of a larger scope than previously attempted and to write for larger ensembles. Each semester will culminate in a recital of student works. Prerequisite: MUS 351.

MUS 355 Practicum: Composition

Practicum: Composition offers students interested in more advanced study the opportunity to continue to receive instruction in composition beyond MUS 351/352 Seminar in Composition I and II. May be repeated. Prerequisite: MUS 352.

MUS 361 Music History: Renaissance/Baroque

Spans the Renaissance (1450–1600) through the Baroque (1600–1750). Prerequisite: MUS 152 or consent.

MUS 362 Music History: Classic/Romantic

Spans the Classic era (1750–1820) through the Romantic era (Nineteenth Century). Prerequisite: MUS 152 or consent.

MUS 363 American Music

Chronicles styles, periods, and performers: Tin Pan Alley; jazz mixed with blues; classical; Broadway and Bop; Copland, country, and Coltrane. Exposes students to a wealth of musical culture through recordings, videos, and live concerts.

MUS 364 Music History: Twentieth Century Music

An historical survey of concert music styles of the twentieth century and their reflection of society and events of the time. Music reading skills preferred.

MUS 372 Survey of Jews and Music: From Sinai to Symphony

Surveys some of the definitions of what is “Jewish” in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major/minor. Prerequisite: Sophomore status.

MUS 380 Literature of the Instrument

Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings. Music majors or minors.

MUS 385 Piano Accompanying

Emphasizes planning, implementing, and evaluating instruction based on current research. Includes teaching field experience. Prerequisite: Consent.

MUS 390 Advanced Conducting and Repertory

Features preparation and performance of compositions from the standard repertory. Prerequisite: MUS 290.

MUS 391 Practicum: Conducting

A practicum for advanced conducting students to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. Prerequisite: MUS 390 or consent.

MUS 392 Introduction to Arts Management

Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in presentation of a business plan. Prerequisite: Junior standing and consent.

MUS 393 Piano Pedagogy I

Introduction to the problems and psychology of teaching the beginning piano student. Emphasis will be on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, the development of the techniques and musicianship at the elementary level. Prerequisite: Applied piano 201 or consent.

MUS 394 Piano Pedagogy II: Practicum

Observation of private and group instruction at the Community School of Music and opportunity to teach private lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for the more advanced student. Prerequisite: MUS 393.

MUS 395 Pedagogy for the Singing Voice

Details the anatomy and operation of laryngeal and respiratory apparatus as applied to the singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for voice, teaching methods, and current literature in vocal research. Prerequisite: Three (3) years of applied voice study or consent.

MUS 396 Voice Pedagogy: Practicum

Student teaching of at least two private voice students under supervision. Observation of voice teaching in the College and Community School of Music. Seminars in technique and teaching materials. Prerequisite: MUS 395.

MUS 425 Topics in Music

Focuses on a single topic, such as composer, genre, or artistic movement.

MUS 451 Form and Analysis

Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the Baroque to the present. Prerequisite: MUS 252.

PED 101 Health and Wellness

Emphasizes self-awareness and responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification. Previously offered as INT 315.

PED 106 Sport and Society

The course explores the function of sports from a sociological viewpoint. Students will be invited to think critically about issues related to sport by becoming more aware of the positive and negative consequences of the way sport in America is organized and conducted. Students will apply mainstream sociological concepts to the study of core issues such as “sport and culture, deviance in sport, race, gender relations, and social class.” Additionally, the course will critically analyze sport’s relationship to broader issues in higher education.

PED 201 Physiology of Human Performance

Explains physiological fundamentals of physical fitness and training techniques. Discusses biological energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized programs.

PHI 103 Introduction to Philosophy

Presents the aims, methods, and content of philosophy through important figures and perennial problems. Asks questions such as: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is the place of the individual in society?

PHI 108 Ethics

Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good—and what makes them that way.

PHI 120 Theories of Human Nature

Each of us has ideas about human nature—ideas which affect the way in which we think about ourselves and the way in which we deal with others. In this course, we will study the views of several thinkers who have offered systematic theories of human nature. We will discuss ways in which our attitudes toward ourselves and others might be changed if we were to accept one or another of these theories as true. Readings will be taken from the works of such thinkers as Plato, Hobbes, Freud, Marx, Skinner, and selected authors of the Christian and Oriental religious traditions.

PHI 212 Philosophy of the Arts

Covers both the theory of art and the theory of aesthetics. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

PHI 214 Philosophy in Literature

Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works from such figures as Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O’Connor.

PHI 215 Social and Political Philosophy

Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

PHI 222 Symbolic Logic

An introduction to the principles of valid deductive reasoning, as expressed in symbolic form. Beginning with Aristotelian categorical syllogisms, we will proceed to a consideration of the truth-functional propositional logic developed in the nineteenth century. Formerly Practical Logic.

PHI 223 Introduction to Formal Logic

In general, philosophy forces us to go beyond our ordinary, sometimes unreflective, intuitions and perceptions about the world by subjecting them to scrutiny using the principles of logic and critical thinking, thereby leading us to true, justified, belief, or, more simply put, knowledge. In terms of logic, this is done by expressing arguments in everyday language and evaluating them using the principles of logic and critical thinking. Here, we will focus formal and informal logic. In particular, we will evaluate arguments using the principles of natural deduction, critical thinking, probability calculus, and statistics in order to gain a better understanding of the role that philosophy or, rather, logic plays in constructing and evaluating our intuitions and beliefs about the world around us.

PHI 240 Topics in Philosophy

Delves into a specific philosopher's work, an issue or concept, or a specific tradition. Varies. May be repeated for credit. Suitable for freshmen and sophomores.

PHI 301 Dostoevsky and the God Problem

Students will consider and discuss philosophical questions of human meaning as they arise in the tortured life and seminal works of the Russian novelist, Fyodor Dostoevsky. This author first raised, in dramatic form, the issues that inspired both existential philosophy and humanistic psychology in the twentieth century. Starting with the problem of God and the dark side of human nature, we will bring philosophers (from Kierkegaard to Sartre) and psychological theorists (from Freud to Carl Rogers) to bear on these questions. Previously offered as PHI 240E.

PHI 304 Ethics for Social Change

This course will explore the relationship between personal philosophy, religious conviction, ethical commitments, and devotion to social change. Using the lives of a number of historically important individuals as case studies (including Ghandi, Dorothy Day, Malcolm X, Dietrich Bonhoeffer, Osama Bin Laden, and Aung San Suu Ky), we will examine common and uncommon sources of inspiration and motivation. Students will be encouraged to examine their own motives and roles in society. Previously offered as PHI 308E.

PHI 308 Topics in Ethics

Takes on varied topics in moral philosophy. Seminar. Prerequisite: PHI 108 or consent.

PHI 309 Environmental Ethics

Explores our duties to and the value of animals, plants, entire species, ecosystems, and the earth as a whole. Also connects environmental ethics to the way we do business and live our lives. Prerequisite: ENV 189.

PHI 314 Topics in Philosophy

Probes a specific philosopher's work, an issue or a concept, or philosophical tradition. Varies. Suitable for juniors and seniors. Prerequisite: One (1) PHI course.

PHI 316 Human Potentials

Students will engage in the practice of some of the exercises discussed in the human potential literature, including traditional meditation techniques such as Yoga and Zazen, in addition to more modern techniques such as TM and Silva Mind Control. Readings will discuss the human potential movement

and the physiology, psychology, and metaphysics that underlie it. This course offered Credit/No Credit only.

PHI 319 Evil and the Search for Meaning after the Holocaust

Highlights philosophical, theological, and fictional works about the Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel—from 1945 to the present. Prerequisite: One (1) PHI or REL course.

POL 100 Introduction to Comparative Politics

Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

POL 321 Politics of Latin America

Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and the challenge of winning/maintaining political power and bringing about change in Latin American political systems. Prerequisite: LAC 200 recommended.

PSY 101 Introduction to Psychology

Provides students with a broad introduction to the field of psychology including: the biological basis of behavior, sensation and perception, learning, memory, cognition, human development, intelligence, personality, psychological disorders, as well as the psychology of the world of work.

PSY 211 Social Psychology

Presents a broad account of how the actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 217 Psychology of Drugs and Addictions

Questions whether chemical addiction (drugs and alcohol) is a disease or an attempt to adapt to inner needs and external pressures. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 261 Learning and Behavior Change

Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring students to advance beyond recognition and recall. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 301 Research Methods in Psychology and Organizational Behavior

Examines the major research methods used to explore important issues in psychology and organizational behavior. The process of identifying and addressing research questions will be investigated by reviewing key research strategies including field and laboratory experiments, correlational studies, and observational techniques. The course will also examine specific techniques for collecting and analyzing data and summarizing research findings. Prerequisite: PSY 101.

PSY 303 Lifespan Development

An introduction to the study of human growth and change over the lifespan. Topics include prenatal development, cognitive development, attachment, personality, social development, and gerontology. These topics form a basis for a discussion of the major theories of human development, including cognitive development, social learning, and psychoanalytic models. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 304 Statistics and Decision Making

This course introduces descriptive and inferential statistical procedures for the social sciences. Topics covered include scales of measurement, probability, measures of central tendency and variability, null hypothesis testing using single or multiple samples, correlation and regression, and both inferential and procedural errors individuals can make when calculating and interpreting statistics. Course must be completed as student declares psychology as a major. Individuals with insufficient mathematical preparation are encouraged to complete remedial work prior to enrolling in the course. Prerequisite: PSY 101 and high school algebra or equivalent.

PSY 306 Tests and Measurements

The theory of test construction and validation. Topics covered include intelligence testing, personality assessment, performance appraisal, skills tests, structured interviews, surveys, and other data gathering instruments. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 307 Introduction to Neuropsychology

Principles of brain functions, including areas of speech, language, general intelligence, memory, motor skills, and higher cognitive abilities, are presented to provide a basic understanding of human brain-behavior relationships. Topics covered include general neuroanatomy, organization of the nervous system, brain structure and function, central nervous system disorders, neuropsychological evaluation, and basic neurodiagnoses. General rehabilitation and recovery of brain function are also addressed. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 308 Psychology of Dreams

Dreams have inspired psychologists from Freud to present-day theorists. This course will examine dream interpretation and its place in modern psychology. Students will learn various theories and interpretation techniques to better understand these unconscious mysteries and processes. Emphasis will be focused upon Freud, Jung, Gestalt, physiological, and existential theories as explanations for dreams. This course will include self-disclosure and dream-journal activities. Previously offered as topic. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 310 Psychopathology

Psychopathology is a clinical term related to the study and examination of abnormal behavior. This class will examine facts, theories, and treatment strategies relevant to abnormal behavior in present day society. Topics to be studied include disorders of childhood, mood disorders, anxiety disorders, substance related conditions, psychotic disorders, and other conditions that impair a persons functioning. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 311 Health Psychology

Course contents include: wellness theory and practice with emphasis on the holistic approach, stress management techniques and strategies, and understanding and applying personality style. The roles of work, play, communications, and personal philosophies will be examined within the framework of the topics. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 315 Topics in Psychology

Explores varied topics, such as neuropsychology or industrial psychology. May be repeated for credit. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 316 Ethics

Presents history of ethics in psychology and organizations, covering ethical codes of the American Psychological Association and the Organizational Development Institute and focusing on practical

ethical dilemmas in organizations. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 317 Group Dynamics

Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 320 Violence in the Family

This course explores the issues of spouse abuse including current psychological theories and treatment for victims and abusers. Students will learn about community facilities and programs for prevention and treatment. Guest speakers will be experts currently working in the field. Previously offered as topic. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 322 Cognitive Psychology

An investigation of human cognitive functioning. Topics covered include: information processing models, sensation and perception, pattern recognition, attention, memory, language, thinking and intelligence, problem-solving, and creativity. Previously offered as PSY 400. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 325 Psychology of Women

Examines historical and contemporary theories, issues, and research related to the psychology of women. Topics covered include: psychoanalytic theory and its critics, sex differences, lifestyles, communication styles, and aging. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 330 Organizational Behavior

Surveys the field of industrial and organizational psychology as it applies to the world of work and business. The research and development methods of the field are examined. Operational applications of these methods are analyzed in terms of their use in organizations. The use of industrial-organizational psychology to aid individuals who work with others to solve human performance problems in the work environment are studied. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 335 Clinical Psychology

Clinical Psychology is a complex and fascinating field that is ever-changing and evolving. In this course, students will be ushered through the real world of the contemporary clinical psychologist. They will learn about the various activities, roles, and responsibilities of the clinician through actual case material. Traditional functions of the clinician, such as psychological testing and psychotherapy, will be highlighted as well as current issues such as whether psychologists should have the right to prescribe medications as well as whether their training ought to be Ph.D. or PsyD. Prerequisite: PSY 101, and PSY 307 or 310. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 338 Clinical Assessment Procedures

Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish an elusive connection between the results of psychological testing and psychotherapy. Prerequisite: PSY 101, 335, or consent. Corequisite for Psychology majors: PSY 301, 304.

PSY 347 Modern Psychology: History & Systems

Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19th century. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 354 Personality

Examines traditional and contemporary theories of human nature, including psychoanalysis, behaviorism, humanistic psychology, evolutionary psychology, and others. Students apply theories to autobiographical data. Prerequisite: PSY 101 or consent. Corequisite for Psychology majors: PSY 301, 304.

PSY 407 Organization Development

The purpose of this course is to provide the student with opportunities to learn the history, theories, models, research and strategies for change in the development of organizations. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 410 Human Factors Psychology

Human factors is the branch of science and technology that explores what is known about human behavioral, cognitive, and perceptual characteristics that can be applied to the design, evaluation, and operation of both large systems as well as consumer products to enhance safe, effective, and satisfying use by individuals. In short, Human Factors attempts to fit the environment, task or product design to the human's capabilities. This course will examine human abilities and limitations and apply these "usability" concepts to the design and evaluation of work environments, computer systems, tools, and consumer products used by humans. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 413 Human Sexuality

This course takes a multidisciplinary approach to understanding all aspects of the human sexual condition. Topics include anatomy and physiology of sexual organs as well as the neural mechanism underlying ovarian and menstrual cycles and the brain testicular axis. Transmission and symptomology of sexually transmissible diseases including AIDS are also examined. The sociocultural and physiological aspects of gender and variations in sexual practice are elucidated and discussed. Finally, sexual dysfunction, its courses, and the efficacy of various therapeutic options are considered. Prerequisite: PSY 101. Corequisite for Psychology majors: PSY 301, 304.

PSY 480 Senior Research Seminar

Brings together diverse approaches in psychology, both clinical and research, for contrast and comparison. Students conduct research projects in community, lab, or other setting. Prerequisite: senior status, PSY 101, INT 221 or PSY 304, and PSY 301.

REL 113 World Religions:Far Eastern

Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

REL 114 Jews, Christians and Muslims

Studies patterns of religious life and thought in Judaism, Zoroastrianism, Christianity, and Islam, emphasizing history and sacred scriptures.

REL 125 Hebrew Bible (Old Testament)

Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

REL 126 New Testament

An Introduction to the origins of Christianity, to the New Testament as the primary source of Christian thought and practice for nearly two millennia, and to modern critical methods in the research of the biblical text. Themes include the nature of Jesus as the Messiah, the “Kingdom of God,” sin and salvation, the relationship of Christianity to Judaism, what it meant to be a Christian in the Roman empire, human interactions in the Christian community, and views about Christianity and history.

REL 135 Religion in America

Surveys Native American religions, Judeo-Christian traditions of European immigrants, and religion of American blacks; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religions. Examines dominance and the unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliations between Protestants and Catholics, other Christians, and Jews.

REL 170 The Search for Meaning

Studies in Religious Autobiography: Follows inner journeys of twentieth-century figures from a variety of religious traditions—Hinduism, Buddhism, Judaism, Christianity, Islam, and religious humanism. Ponders the process of search and discovery, its motives, and consequences.

REL 209 The Gnostic Gospels

In this course, we will learn about just what Gnosticism is, and read and discuss some of the major Gnostic Gospels and clarify the controversies and concealed history surrounding them. Previously offered as REL 251W.

REL 217 Jewish Life and Thought

Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and the changing world of women in contemporary Judaism.

REL 218 Christianity: Thought and Practice

Introduces age-old issues: the nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

REL 220 Religious Issues in Contemporary Literature

Discusses religious (and antireligious) themes in recent writing, as well as new directions for faith and life.

REL 223 Modern and Contemporary Jewish Literature

Draws upon short stories and novels which depict the modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe; immigrant Jews in Israel and the U.S.; Holocaust; establishment of Israel and contemporary Israeli society; and tradition versus modernity.

REL 225 Studies in Chinese Thought and Literature

Explores classic novels, poetry, and philosophical writing from Confucius to Mao Zedong.

REL 228 Women and Religion

Plumbs status, experiences, and contributions of women in world religions, particularly Judaism, Christianity, and Islam. Uses multidisciplinary readings to probe religious language and concepts of human nature, male and female images of the divine, women's legal status in traditional religions, ecofeminism, women in liturgy, and new rituals to celebrate women's spirituality. Prerequisite: One (1) REL or WMS course.

REL 230 Buddhism: Theory and Practice

Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

REL 235 Religion in a Scientific Age

Documents twentieth-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

REL 251 Topics in Religion

Focuses on a topic of interest to students and faculty. Suitable for freshmen and sophomores.

REL 324 Contemporary Religious Thought and the Environment

Probes traditional and contemporary Judeo-Christian thought to evaluate the claim that Western religious beliefs and practices (in comparison with those of some Eastern and Native American traditions) contribute in a major way to current environmental crises. Stresses how beliefs about God; the created world; and human nature, purposes, and salvation shape human attitudes and behavior toward environment.

REL 333 Modern and Contemporary Jewish Thought

Treats major Jewish thinkers and ideas from Enlightenment to present, personal autonomy versus peoplehood and authoritative tradition, nationalism, feminism, and morality after the Holocaust. Prerequisite: One (1) REL or PHI course or consent.

REL 351 Studies in Religion

Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. Prerequisite: One REL course.

REL 361 Cults

Deals with alternative religions and spiritual groups on the contemporary scene. Examines historical precedents and issues such as coercive persuasion, rights of religious expression, and legally sanctioned deprogramming.

RSN 205 Land of the Firebird: The Art and Culture of Russia

Through slide presentations, lectures, and assigned readings, the course will examine the greatest accomplishments of Russian culture from the beginning to the twentieth century. Particular emphasis will be given to the painting and architecture of old Russia, nineteenth century, and Russian experimental (modernist) art of 1900–1930. Russian folklore and folk art will also be discussed. Taught in English.

RSN 222 Russian Painting

A survey of the greatest accomplishments of Russian painting. Survey covers 700 years of medieval painting: icons, frescoes, and mosaics of Kiev, Novgorod, and Moscow; neoclassical and romantic

painting; realist painting with the emphasis on the art of the Itinerants or Wanderers; the World of Art; the art of the Russian avant-garde, and the contemporary developments in Russian painting. Each period is discussed on the broad background of artistic developments in other countries to demonstrate the influences and borrowings as well as original contributions of the Russians to the artistic achievements of the world.

RSN 230 Great Russian Writers: Their Lives and Works

An examination of biographies and selected poems, short stories, plays, and novels of famous Russian writers of the nineteenth and twentieth centuries. Through lectures, videos, readings, and class discussions, the students will not only gain insights into the history, politics, and culture of Russia, but will also discover technical and stylistic skills of the writers which resulted in the creation of unique literary masterpieces. In other words, besides studying “who,” “when,” “where,” and “why,” we will also pay close attention to “how.”

SPN 101 Elementary Spanish I

Grammar, readings, cultural material, intensive oral practice, optional language laboratory. Not for native speakers or advanced students.

SPN 102 Elementary Spanish II

Grammar, readings, cultural material, intensive oral practice, optional language laboratory. Prerequisite: SPN 101 or equivalent.

SPN 201 Intermediate Spanish I

Reading, writing, speaking, grammar review. Prerequisite: SPN 102 or equivalent.

SPN 202 Readings in Spanish

Development of reading skills in the Spanish language through exposure to a wide range of writing styles. Students will read selected short stories, one-act plays, poetry, essays, articles. Emphasis on developing reading and interpretive skills, improving comprehension, and increasing vocabulary. Previously offered as SPN 203. Prerequisite: SPN 101 and 102.

THE 100 Introduction to the Theatre

Surveys the history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

THE 203 The History of American Film

Chronicles the development of movies and the political and socioeconomic impact of the film industry from the early twentieth century to the present. Requires evening movie viewing. Previously THE 303.

THE 204 Villians of the Silver Screen

In-depth study of villainy in the cinema analyzing motivation, process and consequences, expected and unexpected. Examines the history of villainy in the film industry. Evil doers of both sexes will be discussed and compared, along with the psychological motivation that detoured them from the “John Wayne” path of life. Explores the sociological and pathological factors that create evil. Previously offered as THE 201.

THE 220 History of American Film Musicals

Starting with the 1920s, the content will involve trends, performers, and, of course, influential movie musicals. All elements of each film-music, dancing, book, staging, costumes, etc. will be discussed, compared, and contrasted. This course deals with the history of one of the most uniquely American contributions to the world of entertainment—the musical film. Previously THE 306.

THE 300 History of American Theater

The history of American theater from 1665 to the present. Trends, personalities, and productions will be highlighted.

THE 301 History of Radio and Television in America

Surveys broadcasting from 1900 to the present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

WMS 205 Introduction to Women's Studies

Presents feminist theory and origins of women's studies. Discusses classic texts of the contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

WMS 350 Feminist Methodology

Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.



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Patricia Lancaster, Ph.D.

John T. Lehr, M.D.

Andrea Massey-Farrell '98

Linda Metcalf

Pamela O. Miller '95

Bridgit Parchment

Leslie Kemp Poole '91MLS

Kyle D. Riva '79MSM

Patricia S. Robertson '07MA

Pamela Thompson Saffran '92MA

Nancy Port Schwalb

Willow Shambeck

Robert D. Smither, Ph.D.

Harry Straight '04MLS

Susan Tapie

Richard A. Watkins '83

Erin Trabel Youngs '99MBA

Board Emeriti

Patricia A. Heidrich '89

Ben B. Moss

Russell Troutman

Diego J. Veitia

Hattie Wolfe

Art Zimand

ADMINISTRATION

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Lewis M. Duncan, Ph.D.
President

Roger N. Casey, Ph.D.
Vice President for Academic Affairs

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*Vice President for Business and Finance
and Treasurer*

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*Vice President for Institutional
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*Associate Vice President for Academic
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Udeth Lugo
Associate Dean

Sharon Lusk
Assistant Dean

Deborah Tatum
Executive Assistant, Dean's Office

Jim Pigmon
Assistant Director of Admission

Office of Advancement

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Director

Renée Anduze
Communication Coordinator

Robin Cusimano
Assistant Director

Peggy Smith-Clayman
Executive Assistant

Student Services

Connie Holt
Director

Marian Cacciatore
Career Counselor

Teresa Cole
*Academic Adviser and Veterans
Administration Certifying Officer*

Rebecca Cordray
*Coordinator of Records and Registration
Graduate Programs in Education and
Counseling*

Carolyn Lockwood
Administrative Assistant

Coleen Palmer
Academic Adviser and SGA Liaison

Laura Pfister
*Coordinator, Student Operations and
Academic Support*

Christian E. Ricaurte
*Coordinator of Records and Registration
Graduate Programs in Human Resources
and Liberal Studies*

Matthew Sayti
Academic Adviser

Francis Zimmerman
Coordinator, Program Operations

FACULTY

Dates indicate (1) first appointment at Rollins and (2) year of receiving present rank.

Vidhu Aggarwal

Assistant Professor of English (2005;2005); B.A., University of Chicago; M.A., Ph.D., University of Southern California. Specializations: transatlantic modernism, 19th- and 20th-century American and British literature, Asian-American and minority literatures, and composition and rhetoric for native and non-native speakers.

Jennifer L. Ailles

Visiting Assistant Professor of English (2007;2007); B.A., M.A., University of Guelph (Canada); M.A., Ph.D., University of Rochester. Specializations: early modern English literature, gender studies, queer theory, midwifery, disease studies, witchcraft, fairy tale adaptations, Milton, ecocriticism, children's texts, and representations of women and other marginalized figures.

Barry S. Allen

Associate Professor of Environmental Studies (1982;1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Specializations: environmental economics, national park policy, and sustainable development.

Joshua Almond

Assistant Professor of Art/Sculpture (2008;2008); B.A., Rhodes College; M.F.A., Arizona State University. Specializations: sculpture (traditional and contemporary), three-dimensional design, studio furniture, boat-building, and contemporary art and theory.

Ilan Alon

George D. and Harriet W. Cornell Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., M.B.A., Fairleigh Dickinson University; M.A., Ph.D., Kent State University. Specializations: international management, global franchising, political and country risks, pedagogy, emerging markets, and markets of East Asia, China, the Middle East, and Russia.

Mark S. Anderson

Professor of Mathematics (1988;2005); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

Benjamin Balak

Associate Professor of Economics (2002;2007); B.A., The American University of Paris (France); Postgraduate Diploma, The University of Kent at Canterbury (United Kingdom); Ph.D., University of North Carolina at Chapel Hill. Specializations: ethics,

history, and philosophy of economics; economics of ethics; economic rhetoric and modernity; comparative economic systems and cultures; and principles of macro and micro economics.

Gabriel I. Barreneche

Associate Professor of Modern Languages and Literatures (2003;2009); B.A., Boston College; M.A., Ph.D., University of California-Los Angeles. Specializations: Hispanic languages and literature including 20th-century Latin American literature, peninsular drama and poetry, and golden age literature.

Pedro J. Bernal

Professor of Chemistry (1986;2006); B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

Gay Biery-Hamilton

Associate Professor of Latin American and Caribbean Affairs (1994;2003); B.S., M.A., Ph.D., University of Florida. Specializations: Brazilian Amazon, economic and ecological anthropology, economic development, culture change, water resources, political ecology, medical anthropology, women and development, and ideology.

Erich C. Blossey

D.J. and J.M. Cram Professor of Chemistry (1965;1975); B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Specializations: polymer-bound reagents and reactions, protein folding studies with capillary electrophoresis, and nuclear magnetic resonance spectroscopy.

Alexander P. Boguslawski

Professor of Modern Languages and Literatures (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, 19th- and 20th-century Russian literature, and problems of translation.

William C. Boles

Professor of English (1995;2006); B.A., Wake Forest University; M.A., University of Maine; Ph.D., University of Tennessee. Specializations: dramatic literature, contemporary British and American drama.

Richard K. Bommelje

Associate Professor of Organizational Communication (1974;2000); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

Dexter S. Boniface

Associate Professor of Political Science (2003;2008); B.A., Miami University (Ohio); M.A., Ph.D., University of Illinois. Specializations: Latin American and Brazilian politics, politics of market reforms, political economy of development, authoritarianism

and democratization, state-society relations, and knowledge accumulation and methodology.

Rita Bornstein

President Emerita and George D. and Harriet W. Cornell Professor of Philanthropy and Leadership Development (1990;2004); B.A., M.A., Florida Atlantic University; Ph.D., University of Miami. Specializations: leadership, governance, and philanthropy.

Wendy W. Brandon

Associate Professor of Education (1987;2004); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

Sharon L. Carnahan

Professor of Psychology (1990;2001); Director, Rollins Child Development Center; B.A., Hope College; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: child development, psychology and religion, and early childhood interventions.

Julie Carrington

Associate Professor of Mathematics and Computer Science (1992;1998); B.S., University of Central Florida; Ph.D., University of Central Florida. Specializations: graph theory, design and analysis of algorithms, and computational theory.

Roger N. Casey

Vice President for Academic Affairs and Provost and Professor of Critical Media and Cultural Studies and Professor of English (2000;2001); B.A., Furman University; M.A., Ph.D., Florida State University. Specializations: postmodern cultural theory, contemporary drama, American literature, and leadership studies.

Gregory L. Cavanaugh

Visiting Assistant Professor of Communication (2005;2005); B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University. Specializations: performance studies, rhetorical and cultural criticism, and communication studies.

Jennifer J. Cavanaugh

Winifred M. Warden Professor of Theatre Arts and Dance (2005;2009); B.A., Dartmouth College; M.F.A., Brooklyn College; Ph.D., University of Washington. Specializations: ancient, medieval, Renaissance, and 19th-century British and American theatre; theatre history; gender and performance; feminist theatre; and American musical theatre.

Julian C. Chambliss

Assistant Professor of History (2003;2004); B.S., Jacksonville University; M.A., Ph.D., University of Florida. Specializations: U.S. urban history, race and ethnicity, African-American history, gender, popular culture, and urban politics.

David A. Charles

Associate Professor of Theatre Arts and Dance (2003;2009); B.A., Roosevelt University; M.F.A., Western Illinois University; Ph.D., Louisiana State University. Specializations: global improvisational movements and structures, marginalized traditions (psychodrama and oral poetry), and traditional performance modes (Apidan drama, Japanese renga poetry, and the Maori haka).

Martha S. Cheng

Associate Professor of English (2003;2009); B.A., Christendom College; M.A., Ph.D., Carnegie Mellon University. Specializations: contemporary rhetorical theory, argumentation theory, ethos and individual agency, narrative theory, critical reading and writing, and technical writing.

Daniel P.L. Chong

Assistant Professor of Political Science (2008;2008); B.A., Biola University; M.A., University of Notre Dame; Ph.D., American University. Specializations: human rights, global poverty, international ethics, social movements and nongovernmental organizations.

Edward H. Cohen

William R. Kenan, Jr. Professor of English (1967;1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Specialization: Victorian studies.

Billy Collins

Irving Bacheller Professor of Creative Writing (2008;2008); B.S., Holy Cross College; Ph.D., University of California at Riverside. Specializations: 19th-century British poetry, modern British and American poetry, Irish literature, contemporary fiction, and exploratory writing.

Gloria Cook

Associate Professor of Music (1998;2006); B.M., M.M., D.M.A., The Cleveland Institute of Music. Specializations: piano performance, piano pedagogy, and keyboard harmony.

J. Thomas Cook

Professor of Philosophy (1982;1993); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Specializations: history of philosophy, philosophy of mind, and metaphysical issues such as the nature of self and human freedom.

Daniel G. Crozier

Associate Professor of Music (1998;2006); B.M., Westminster College; M.M., D.M.A., Peabody Conservatory, Johns Hopkins University. Specializations: music composition, theoretical studies, and piano performance.

Denise K. Cummings

Assistant Professor of Critical Media and Cultural Studies (2003;2007); B.S., University

of New Hampshire; M.A., Salve Regina University; M.A., Carnegie Mellon University; Ph.D., University of Florida. Specializations: film history, theory, and criticism; American Indian literatures, cultures, and film; modernist literature, culture, and film; literature, media, and popular culture; American literature and culture; cultural studies; literary and critical theory.

Mario D'Amato

Associate Professor of Religion (2005; 2009); B.A., Loyola University of Chicago; M.A., Ph.D., University of Chicago. Specializations: Buddhist philosophy, Asian philosophy and religion, philosophy and psychology of religion, semiotics, and textual studies.

Alice J. Davidson

Assistant Professor of Psychology (2008;2009); B.A., Rhodes College; M.S., Ph.D., The Pennsylvania State University. Understanding the nature of children's need to belong and relate to others and school, links between peer experiences and children's social and academic adjustment, gender dynamics and acculturation in middle childhood and adolescence, and interventions in human development.

Creston Davis

Assistant Professor of Religion (2006;2006); B.A., Calvin College; M.T.S., Duke University; M.A., Ph.D., University of Virginia. Specializations: history and doctrine of Christianity, Christianity and culture, anthropology and sociology of comparative religions, race and religion, feminism and Third World theologies, and Latin American liberation theology.

Donald L. Davison

Associate Dean of the Faculty and Professor of Politics (1989;1998); B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University in St. Louis. Specializations: American political institutions, public policy, electoral politics and methodology, legislative decision-making, and the effect of race on political behavior.

Joan Davison

Professor of Politics (1986;2009); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Specializations: comparative politics and international studies.

Philip F. Deaver

Professor of English and Writer-in-Residence (1998;2009); B.A., St. Joseph's College; M.A., Ball State University; Ed.D., University of Virginia. Specializations: creative writing, American short story, and contemporary literary fiction.

Nancy M. Decker

Associate Professor of Modern Languages and Literatures (1986;1989); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Specializations: German language, literature, cultural history, and questions of colonialism.

Kimberly L. Dennis

Assistant Professor of Art History (2005;2005); B.A., Wake Forest University; M.A., Vanderbilt University; Ph.D., University of North Carolina at Chapel Hill.
Specializations: art history; history of architecture, urbanism, gender issues in the history of art; Renaissance and Baroque art and architecture; and women's studies.

Rosana Díaz Zambrana

Associate Professor of Modern Languages and Literatures (2003;2009); B.S., University of Puerto Rico at Mayagüez; M.A., Ph.D., University of Illinois at Urbana-Champaign.
Specializations: modern and contemporary Spanish-American literature, 19th- and 20th-century Brazilian literature, and 19th- and 20th-century French literature.

Jalh A. Dulanto

Visiting Associate Professor of Archaeology (2008;2008); B.A., Pontificia Universidad Católica del Perú; M.A., Ph.D., University of Illinois at Urbana-Champaign.
Specializations: anthropology and archaeology of death and time, archaeological theory, ethnohistory, ethnography of the Central Andes, culture and history of the native peoples of South America, qualitative and quantitative data analysis in anthropology and archaeology, and art history.

Lewis M. Duncan

President and George D. and Harriet W. Cornell Professor of Distinguished Presidential Leadership (2004; 2004); B.A., M.S., Ph.D., Rice University. Specializations: experimental space plasma physics, radiophysics, and technology and public policy.

Sue Easton

Associate Professor of Communication (2001;2007); B.A., State University of New York at Oswego; M.S., Syracuse University; Ph.D., Florida State University. Specializations: organizational communication, virtual communication, small group behavior, and work teams.

James C. Eck

Associate Vice President for Academic Affairs, Acting Dean of the Hamilton Holt School, and Visiting Associate Professor of Education (2002;2005); B.A., M.A., Ball State University; M.B.A., Samford University; Ph.D., University of Georgia.
Specializations: higher education including institutional research, higher education policy research, and social psychology including counterfactual thinking, social desirability, and antecedents of psychological theory.

Hoyt L. Edge

Hugh F. and Jeanette G. McKean Professor of Philosophy (1970;1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Specializations: philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

D. Larry Eng-Wilmot

Professor of Chemistry (1980;1993); B.A., Eckerd College; Ph.D., University of South

Florida. Specializations: general, analytical, and inorganic chemistry; molecular animations/conceptual visualization in learning; bioinorganic and coordination chemistry; structure and stereochemistry of microbial iron transport compounds; and model coordination compounds.

Margot B. Fadool

Visiting Professor of Education (2007;2007); B.S., Pennsylvania State University; M.Ed., Cabrini College; Ed.D., University of Cincinnati. Specializations: literacy education, reading in elementary schools, teacher training, elementary education, teaching of reading, and children's literature.

Martin E. Farkash

Professor of Psychology (1979;1983); B.A., Brooklyn College; M.S., Ph.D., Yeshiva University. Specializations: clinical psychology, psychotherapy, psychological testing, stress management, and sports psychology.

Marc Fetscherin

Assistant Professor of International Business (2005;2005); M.S.M., University of Lausanne, Lausanne, Switzerland; M.B.S., London School of Economics, London, UK; Doctorate in Economics and Social Science, University of Bern, Bern, Switzerland. Specializations: intellectual property rights, economics of information, e-commerce, and consumer behavior.

Richard E. Foglesong

George D. and Harriet W. Cornell Professor of Politics (1984;1992); B.A., Drury College; M.A., Ph.D., University of Chicago. Specializations: American politics, political leadership, urban politics and policy, and urban planning history.

Julia D. Foster

Assistant Professor of Music (2009;2009); B.M., University of Wisconsin-Madison; M.M., Eastman School of Music; D.M.A.–Vocal Performance, University of Houston. Specializations: anatomy, physiology, and pathology of the vocal mechanism; historically-informed performance of early music; suppressed German and Austrian Lieder of World War II; and American song and opera.

Carol Frost

Theodore Bruce and Barbara Lawrence Alford Professor of English (2008;2008); B.A., State University of New York College at Oneonta; M.A., Syracuse University. Specializations: poetry, poetry workshop, contemporary American poetry, and American poets including Wallace Stevens, Robert Frost, Elizabeth Bishop, John Berryman, and others.

Christopher R. Fuse

Assistant Professor of Physics (2008;2008); B.S., St. Bonaventure University; M.S., Miami University (Ohio); Ph.D., Texas Christian University. Specializations: astronomy

and astrophysics, planet and moon formation, isolated galaxies, high-energy astrophysics, galaxy formation, and evolution.

Greg H. Gardner

Professor of Speech (1985;1990); B.A., M.A., Ph.D., Bowling Green University. Specializations: legal rhetoric, campaign rhetoric, interpersonal communication, and computer-mediated communication.

Lynda M. Glennon

Professor of Sociology (1980;1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Specializations: theoretical paradigms, phenomenology and critical theory, cultural studies, animals and society, media, popular culture, and women's studies.

Laurel A. Goj

Assistant Professor of Chemistry (2006;2006); B.A., Smith College; Ph.D., Duke University. Specializations: transition metal-mediated reactivity with an emphasis in synthetic organic methodology and mechanistic studies.

Kevin C. Gray

Visiting Assistant Professor of Theatre (2009;2009); B.A., Duke University. Specializations: acting, writing, directing, voice, and movement.

Yudit K. Greenberg

George D. and Harriet W. Cornell Professor of Religion (1986;1996); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Specializations: Jewish studies, women and religion, and religion and the body.

Eileen Gregory

Professor of Biology (1979;1992); B.S., Michigan State University; M.S., Ph.D., University of Washington. Specializations: microbiology, immunology, and biochemistry.

Michael M. Gunter, Jr.

Associate Professor of Political Science (2000;2006); B.A., Vanderbilt University; M.A., Ph.D., University of Kentucky. Specializations: international relations, environmental politics and policy, nongovernmental organizations, sustainable development, and international security.

Dana Hargrove

Associate Professor of Art (2003;2009); B.F.A., University of Dundee (Scotland); M.F.A., Southern Illinois University. Specializations: painting and drawing, computer graphics, and two-dimensional design.

Fiona M. Harper

Assistant Professor of Biology (2005;2005); B.Sc., University of Guelph; M.Sc., Memorial University of Newfoundland; Ph.D., Dalhousie University. Specializations: ecology and evolution of benthic marine invertebrates from a multidisciplinary approach.

Edward J. Harrell

Professor of History (1972;1991); B.A., M.A., Ph.D., Florida State University. Specializations: modern European and American history, courses related to Hitler, Nazi Germany and the Holocaust, and United States history since 1945.

Paul B. Harris

Associate Professor of Psychology (2000;2006); B.A., Knox College; M.S., Texas Christian University; M.S., University of Arizona; Ph.D., University of Utah. Specializations: social, environmental, health, organizational, and industrial psychology.

Karen L. Hater

Interim Dean of Student Affairs and Visiting Associate Professor of Education (2007;2007); B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati. Specializations: learning disabilities and attention deficit disorder, issues related to transition to college, and academic success strategies.

J. Scott Hewit

Associate Professor of Education (1994;1994); B.S., State University of New York; M.S., Indiana University; 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.

Larry M. Holt

Associate Professor of Computer Science (1989;1998); B.S., Rollins College; M.S., University of Central Florida; Ph.D., Florida Institute of Technology. Specializations: computer science, information systems, and database technology.

Alicia M. Homrich

Associate Professor of Counseling (1998;2004); B.S., M.S., Florida International University; M.A., Rollins College; Ph.D., University of Georgia. Specializations: family psychology, group work, learning disorders assessment, and counselor training.

John M. Houston

Professor of Psychology (1989;2003); B.S., Georgetown University; M.A., Ph.D., New York University. Specializations: industrial/organizational psychology, group dynamics, experimental and statistical analysis, and social psychology.

Gordon E. Howell

Raymond W. Greene Associate Professor of Physical Education (1967;1976); B.S., Western Carolina University; M.A.T., Rollins College; Ed.D., Highland University;

M.Sc., Sociology of Sport and Sports Management, University of Leicester, U.K.
Specializations: sport in society, coaching science, and behavioral guidelines for health and wellness.

Richard H. James

Associate Professor of Computer Science (1998;2006); B.S., University of Florida; M.S., Ph.D., Florida Institute of Technology. Specializations: computer architecture, information retrieval/filtering, modeling and simulation, operating systems, and databases.

Peggy A. Jarnigan

Associate Professor of Physical Education (1967;1983); B.S., Carson-Newman College; M.S., University of Tennessee; and post graduate work in exercise physiology and psychology. Specializations: activity courses in physical education, health and wellness, and psychology of competition.

James P. Johnson

Associate Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., University of London; M.A., University of Reading; M.B.A., San Diego State University; Ph.D. University of South Carolina. Specializations: cross cultural management, managing international joint ventures, strategic decision-making processes in multinational corporations, and strategic change in companies in emerging economies.

Jill C. Jones

Associate Professor of English (1996;2002); B.A., M.A., University of New Hampshire; Ph.D., Tufts University. Specializations: 19th- and early 20th-century American literature, African-American literature, women writers, autobiography, narrative theory, feminist theory, composition, and the mystery novel.

Laurie M. Joyner

Dean of the Faculty and Professor of Sociology (2007;2007); B.A., Loyola University; M.A., Ph.D., Tulane University. Specializations: applied sociology, evaluation research/organizational effectiveness, social inequality, gender, and higher education.

Sarah A. (Ashley) Kistler

Assistant Professor of Anthropology (2008;2008); B.A., Muhlenberg College; M.A., Ph.D., Florida State University. Specializations: Mesoamerica; Mayan women, language, and hieroglyphic writing; kinship; gender; economic anthropology; ethnography; linguistic anthropology; Q'eqchi'; oral narratives; cultural continuity; and discourse analysis.

Stephen W. Klemann

Professor of Biology (1982;1993); B.A., Hanover College; M.S., Ph.D., Miami University (Ohio). Specializations: cellular and developmental biology, emphasis on the

cloning, characterization, and engineering of genes expressed by peri-implantation stage embryos of cattle and sheep.

Madeline Kovarik

Assistant Professor of Education (2001;2004); B.A., State University of New York at Geneseo; M.A., Nova University; Ed.D., University of Central Florida. Specializations: curriculum development; instructional planning and delivery; Sunshine State Standards and FCAT; child development; and the pedagogy of reading, mathematics, and social studies.

Philip Kozel

Assistant Professor of Economics (2006;2006); B.A. (History), B.A. (International Studies), Ohio State University; M.A., University of Denver; Ph.D., University of Massachusetts–Amherst. Specializations: political economy, pirating, rhetoric of economics, and philosophy and methodology of economics.

Harry N. Kypraios

Associate Professor of Economics (1983;1989); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Specializations: international economics, money, and finance.

Susan Cohn Lackman

Professor of Music Theory and Composition (1981;1996); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Specializations: musical composition, criticism, and broadcasting.

Thomas D. Lairson

Ronald G. and N. Jayne Gelbman Professor of International Business and Professor of Political Science (1976;1994); B.S., M.A., Ph.D., University of Kentucky. Specializations: international relations, political economy, e-commerce, and Asian politics.

Carol Lauer

Professor of Anthropology, (1977;1989); B.A., Brandeis University; M.A., Ph.D.; University of Michigan. Specializations: physical anthropology, primate behavior, and aggressive behavior in children.

Lezlie Laws

Professor of English (1989;1999); B.A., University of Missouri-Columbia; M.A., North Texas State University; Ph.D., University of Missouri-Columbia. Specializations: rhetoric, composition theory, and literary nonfiction.

R. Barry Levis

Professor of History (1968;1978); B.S., M.A., Ph.D., The Pennsylvania State University. Specializations: ancient, medieval, and early modern European history.

Richard A. Lewin

Visiting Assistant Professor of International Business (2008;2008); B.Sc., University of London (UK); M.Phil., Ph.D., University of Cambridge (UK). Specializations: corporate finance, securities market regulation, insolvency and taxation, liquidity management, financial economics and advanced time series analysis, and aviation industry planning and development.

Susan H. Libby

Associate Professor of Art History (1998;2004); B.A., M.A., Ph.D., University of Maryland. Specializations: European and American art and theory from the 18th to 20th centuries.

Richard A. Lima

Associate Professor of Modern Languages and Literatures (1981;1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Specializations: French language and literature; Francophone studies.

Lee G. Lines

Diane and Michael Chair of Distinguished Teaching and Associate Professor of Environmental Studies (1996;2002); B.A., M.A., University of Florida; Ph.D., Arizona State University. Specializations: physical geography; conservation of biodiversity; and ecosystems of Florida, Latin America, and western North America.

Julia Maskivker

Assistant Professor of Political Science (2009;2009); B.A., Universidad Torcuato Di Tella (Buenos Aires); M.A., M.Phil., Ph.D. (candidate), Columbia University. Specializations: analytic ethical and political theory and philosophy, theories of justice, theories of social citizenship, welfare state philosophy, and modern political thought.

Dorothy Mays

Associate Professor and Head of Public Services, Olin Library (2001;2005); B.A., Trinity University; M.A., University of Virginia; M.L.S., Indiana University. Specializations: early modern history, history of censorship, and library reference services.

Edna S. McClellan

Professor and Head of Cataloging and Technical Services, Olin Library (1984;2004); B.S., Lyndon State College; M.L.S., Florida State University; M.A.T., University of Vermont; A.M.L.S., Florida State University. Specialization: cataloging.

Cecilia V. McInnis-Bowers

Professor of International Business (2003;2004); B.S., Florida State University; M.S., University of Florida; Ph.D., Southern Illinois University. Specializations: marketing (principles and services), consumer behavior, leadership and decision making, personal selling and sales management, and strategic management.

Margaret McLaren

George D. and Harriet W. Cornell Professor of Philosophy (1992;2004); B.Phil., Miami University (Ohio); M.A., Ph.D., Northwestern University. Specializations: 20th-century European philosophy, ethics, and feminist theory.

R. Matilde Mésavage

Professor of Modern Languages and Literatures (1981;1990); B.S., The Juilliard School; M.A., Hunter College; M.Phil., Ph.D., Yale University. Specializations: 18th-century French literature, Quebec literature and civilization, Francophone literature of the Maghreb.

Robert L. Moore

Professor of Anthropology, (1988;1998); B.A., Tulane University; Ph.D., University of California at Riverside. Specializations: psychological and linguistic anthropology, youth cultures, and the cultures of East Asia.

Thomas R. Moore

Archibald Granville Bush Professor of Physics (1999;2005); B.S., Stetson University; M.S., U.S. Naval Postgraduate School; Ph.D., Institute of Optics, University of Rochester. Specializations: optics, lasers, and musical acoustics.

Lisa Ryan Musgrave

Assistant Professor of Philosophy (2002;2005); B.A., Mary Washington College; M.A., Ph.D., Purdue University. Specializations: feminist philosophy, philosophy of law, and aesthetics.

Steven S. Neilson

Professor of Theater Arts (1973;1987); B.A., University of Delaware; M.A., University of Miami. Specializations: theatre management and studies in dramatic literature.

Rachel Newcomb

Assistant Professor of Anthropology (2004; 2004); B.A., Davidson College; M.A., Johns Hopkins University; M.A., Ph.D., Princeton University. Specializations: social history and culture of the Middle East and Northern Africa, gender and Islam, political and social movements in the Middle East, history of anthropology, and ethnography of the Middle East.

Marvin E. Newman

Professor of Legal Studies and Communication (1975;1982); B.S.L., L.L.B., J.D., Northwestern University. Specializations: legal studies, sociological jurisprudence, bioethics, and thanatology.

Alan Nordstrom

Professor of English (1970;1986); A.B., Yale University; M.A., Ph.D., University of Michigan. Specializations: English Renaissance, Shakespearean, and Renaissance literature; major English writings; personal essay writing; human frontier studies.

Kathryn L. Norsworthy

Professor of Counseling (1992;2005); B.S., Georgia Southwestern College; Ph.D., University of Minnesota; Postdoctoral Respecialization in Counseling Psychology, University of Georgia. Specializations: multicultural feminist applications in clinical supervision and family, group, and individual counseling, clinical hypnosis, Buddhist psychology, women and trauma across cultures, international human rights, and nonviolent social change.

Maurice J. O'Sullivan

Kenneth Curry Professor of Literature (1975;1980); B.A., Fairfield University; M.A., Ph.D., Case Western Reserve University. Specializations: 18th-century English literature, minority literature, popular culture, and Florida studies.

Thomas J. Ouellette

Director, Annie Russell Theatre and Professor of Theatre Arts (1996;2007); B.A., College of the Holy Cross; M.F.A., The Catholic University of America. Specializations: acting and directing.

Rhonda L. Ovist

Associate Professor of Sociology (1999;2005); B.A., University of Connecticut, Ph.D., University of Massachusetts. Specializations: family, childhood, gender, and social psychology, with a focus on symbolic interactionism, sociology of sport, and feminist theory.

Derrick A. Paladino

Assistant Professor of Counseling (2007;2007); B.S., M.Ed., Ed.S., University of Florida; Ph.D., University of Arkansas. Specializations: multiracial college student adjustment and counseling needs; counseling individuals, couples, and families with multiple heritages, date violence and self-injury among undergraduate college students, racial identity and diversity in student populations, and crisis theory and intervention.

Twila Yates Papay

Professor of English and Writing (1985;1991); B.A., Clarion University of Pennsylvania; M.A., Ph.D., Purdue University. Specializations: composition and rhetorical analysis, writing center theory, personal writing, journal studies, science fiction, travel writing, and romantic literature.

Kenneth A. Pestka, II

Assistant Professor of Physics (2008;2008); B.S., M.S., University of South Carolina; Ph.D., The Pennsylvania State University. Specializations: physical acoustics, measurement of crystalline thin films, resonant ultrasound spectroscopy, acoustic properties of novel materials, wave phenomena, foundations of quantum theory, and cosmological astrophysics.

Carolyn R. Planck

Visiting Assistant Professor of Communication (2008;2008); B.A., M.A., Purdue

University. Specializations: presentations in varied forms and levels; interpersonal communication; nonverbal communication; group process and leadership; and rhetorical theory/persuasion. Special interests in application of communication principles for students involved with international/cross-cultural opportunities, interviewing for post-graduate study/careers, and community engagement.

Alberto Prieto-Calixto

Associate Professor of Modern Languages and Literatures (1999;2005); B.A., University of Valladolid (Spain); M.A., Arizona State University; Ph.D., Vanderbilt University. Specializations: 16th- and 17th-century Hispanic literature, civilization and cultures of Hispanic countries, and Spanish film.

Jennifer S. Queen

Associate Professor of Psychology (2003;2009); B.A., Washington and Lee University; M.A., Ph.D., Emory University. Specializations: cognitive and developmental psychology, research methodology, speech perception and language development, cognitive neuropsychology, psychological approaches to artificial intelligence, brain and language, and learning and memory.

Roger D. Ray

Professor of Psychology (1969;1978); B.A., Rollins College; Ph.D., University of Tennessee. Specializations: learning, motivation, experimental-statistical analysis, and computers in education and psychology.

Paul D. Reich

Assistant Professor of English (2005;2009); B.A., Rollins College; M.A., Ph.D., Purdue University. Specializations: African-American literature of the American west, 19th- and 20th-century American literature, composition, and business and technical writing.

David C.S. Richard

Professor of Psychology (2005;2008); B.A., University of California, San Diego; M.Ed., Harvard University; M.A., Ph.D., University of Hawaii. Specializations: behavioral assessment and computer applications in behavioral assessment, higher educational values in college students, posttraumatic stress disorder, and interrupted time series measurement of anxiety symptoms.

Charles Patrick Rock

Professor of Economics (1984;1993); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Specializations: labor economics, comparative economics, nonprofit economics, alternative economics, and global economics.

Charles A. Rodgers

Professor of Theatre Arts and Dance (1969;1978); B.A., M.A., Ph.D., Ohio State University. Specializations: history of theatre, television, radio, and American film.

Dawn Roe

Assistant Professor of Photography (2008;2008); B.F.A., Marylhurst University; M.F.A., Illinois State University. Specializations: traditional and digital photography and digital video, interdisciplinary teaching, history of photography, personal and experimental cinema and video art, and themes of perception and temporality within the still and moving image.

Donald P. Rogers

Professor of International Business (1987;1987); B.B.A., University of Arizona; M.B.A., Ph.D., The Ohio University. Specializations: human resource strategies, global business strategies, performance management, and organizational change management.

Sigmund Rothschild

Assistant Professor of Music (2008;2008); B.M., University of Arizona; M.M., Illinois State University; Ph.D., University of California-San Diego. Specializations: music technology, audio recording and music composition.

Edward C. Royce

Professor of Sociology (1990;2009); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Specializations: poverty, social inequality, and race and ethnic relations.

Scott M. Rubarth

George D. and Harriet W. Cornell Scholar in Classical Studies and Associate Professor of Classical Philosophy (1997;2005); B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto. Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

Maria R. Ruiz

Professor of Psychology (1980;1995); B.A., M.A., Ph.D., University of Florida. Specializations: clinical applications of behavior analysis to special populations, autistic children, and the developmentally delayed.

Emily Russell

Assistant Professor of English (2007;2007); B.A., Cornell University; M.A., Ph.D., University of California-Los Angeles. Specializations: twentieth-century American literature, disability studies and theories of embodiment, and intersecting theories of race, gender, class, sexuality and ability.

Susan Salinger

Visiting Assistant Professor of Critical Media and Cultural Studies (2009;2009); B.A., M.F.A., Naropa University; M.A., Ph.D. (candidate), European Graduate School. Specializations: the practice, policy, and theory of journalism; re-construction of the citizen and of public space, repression, oppression, and social change in the information economy; and technologies of memory and representation in the construction of reality.

Marc Sardy

Associate Professor of International Business (2001;2008); B.A., University of Chicago; M.S., City University of New York; Ph.D., Cambridge University (UK). Specializations: market abnormalities and systematic predictability, benchmarks, share price reversals, and portfolio stratification.

Judy Schmalstig

Professor of Biology (1991;2005); B.S., The Pennsylvania State University; M.S., Ohio State University; Ph.D., University of Dayton. Specializations: plant physiology, development, and movement in response to light.

Eric A. Schutz

Professor of Economics (1987;1999); B.A., University of South Florida; Ph.D., University of North Carolina. Specializations: industrial organization, Marxian economics, comparative economic systems, and American political economy.

Marie C. Shafe

Professor of Counseling (1978;1988); B.A., M.Ed., West Georgia College; Ed.D., Indiana University. Specializations: mental health and human relations counseling, addictions, eating disorders, group counseling, crisis intervention, lifespan development, and therapeutic/counseling process.

W. Robert Sherry

Professor of Theatre Arts and Dance (1984;1993); B.S., Indiana University; M.F.A., Southern Methodist University. Specializations: dance technique, notation, history, movement for actors, theatre, and musical theatre.

Rachel M. Simmons

Associate Professor of Art (2000;2006); A.B., Rollins College; M.F.A., Louisiana State University. Specializations: painting, printmaking, drawing, and book art.

John V. Sinclair

John M. Tiedtke Professor of Music (1985;1993); Conductor and Music Director of Bach Festival Society; B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Specializations: conducting, orchestral and choral ensembles, American music, and editing early music.

Joseph V. Siry

Associate Professor of Environmental Studies (1984;1988); B.A., Emory University; M.A., Ph.D., University of California at Santa Barbara. Specializations: conservation history, the history of science and technology, energy conservation and resource use, international environmental politics, global ecology, wilderness field studies, and service learning.

A. Chris Skelley

Associate Professor of Economics (1987;1990); B.A., M.A., Miami University (Ohio);

Ph.D., Brown University. Specializations: applied microeconomics, urban economics, public economics, and uncertainty and information.

Richard M. Skinner

Visiting Assistant Professor of Political Science (2009;2009); B.A., Hamilton College; M.A., Ph.D., University of Virginia. Specializations: parties and elections, political behavior, interest groups, congress and the presidency, and research methods.

James W. Small, Jr.

Professor of Biology (1972;1983); B.S., University of North Carolina; M.S., Ph.D., University of Kentucky. Specializations: physiological ecology, ichthyology, physiology, histology, and comparative anatomy.

Eric D. Smaw

Assistant Professor of Philosophy (2005;2005); B.A., Pennsylvania State University; M.A., Ohio University; M.A., Ph.D., University of Kentucky. Specializations: philosophy of law, political philosophy, ethics, and human rights.

Robert D. Smither

Professor of Psychology (1986;1992); B.A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University. Specializations: industrial and organizational psychology, leadership, organization development, and personality.

Cynthia E. Snyder

Reference and Instruction Librarian/Assistant Professor, Olin Library (2009;2009); B.A., M.S.L.I.S., University of Illinois at Urbana-Champaign; M.S., Northern Illinois University. Specializations: information literacy in the sciences, Florida geomorphology and natural resources, and the development of consortial relationships between Florida academic institutions.

Steven J. St. John

Associate Professor of Psychology (2006;2006); B.S., M.S., Ph.D., University of Florida. Specializations: neurobiology and psychobiology, particularly the linkage of animal psychophysics to neural recordings in the gustatory system.

Robert C. Steen

Associate Professor of Economics (1987;1990); A.B., Kenyon College; M.A., Miami University; Ph.D., Princeton University. Specializations: urban economics, public finance, applied microeconomics, and economic history.

Paul T. Stephenson

Associate Professor of Biology (1998; 2007); B.A., Hartwick College; M.S., Johns Hopkins University; Ph.D., University of Massachusetts–Amherst. Specializations: all aspects of plant development, particularly plant senescence, molecular and biochemical processes leading to the programmed cell death (PCD) of floral organs, vegetative cell

death leading to the formation of new vascular tissues, and characterization of proteases involved in PCD.

R. Bruce Stephenson

Professor of Environmental Studies (1988;2000); B.A., Florida Southern College; Master of City and Regional Planning, Ohio State University; Ph.D., Emory University. Specializations: environmental planning and community development.

Darren G. Stoub

Associate Professor of Chemistry (2005;2007); B.S., Calvin College; M.S., Ph.D., University of Rochester. Specializations: relationship of function and structure within chemistry, specifically the effect of chemical structure on RNA function.

Claire M. Strom

Rapetti-Trunzo Associate Professor of History (2008;2008); B.A., M.A., University of Oxford (UK); Ph.D., Iowa State University. Specializations: Southern, rural, and agricultural history.

Kathryn P. Sutherland

Assistant Professor of Biology (2005;2005); B.A., Wellesley College; M.S., Ph.D., University of Georgia. Specializations: biology and ecology of coral reef ecosystems, micro- and molecular biological bases of coral disease etiology, and histopathology of corals and other marine invertebrates.

William L. Svitavsky

Head of Digital Services and Systems, Associate Professor and Reference Librarian, Olin Library (2000;2006); B.A., University of Dallas; M.A., Syracuse University; M.L.S., State University of New York at Buffalo. Specializations: 18th-century English literature, satire, science fiction, and library technology.

Kenna C. Taylor

Professor of Economics and International Business (1974;1998); B.A., M.A., Ohio State University; Ph.D., University of Florida. Specializations: history of economic thought, alternative economic theories, environmental economics, and behavioral economics.

Mary Throumoulos

Visiting Assistant Professor and Acquisitions Librarian, Olin Library (2001;2001); B.A., Empire State College; M.L.S., State University of New York at Buffalo.

Lisa M. Tillmann

Associate Professor of Critical Media and Cultural Studies (1999;2007); B.A., Marquette University; Ph.D., University of South Florida. Specializations: interpersonal and family communication, small group communication, gender, identity, and media studies.

Patricia Tomé

Assistant Professor of Spanish (2007;2007); B.A., Rutgers-The State University of New

Jersey; M.A., Ph.D., University of Kansas. Specializations: twentieth and 21st-century Latin American literature, Cuban and Cuban-American literature and film, and modern Latin American and Peninsular drama.

Giorgio Turri

Visiting Assistant Professor of Physics (2009;2009); B.S., M.S., Università Degli Studi Di Milano (Milan, Italy); Ph.D., Politecnico di Milano (Milan, Italy). Specializations: experimental nuclear, atomic, and molecular physics; optics and photonics, including laser calorimetry and characterization of lasing elements for solid state laser; and spectroscopic properties of rare earth doped crystals and glasses.

Giovanni J. Valiante

Associate Professor of Education (2001; 2007); B.A., M.A., University of Florida; Ph.D., Emory University. Specializations: educational psychology, academic motivation, child and adolescent development, self-beliefs, and self-efficacy.

Larry Van Sickle

Associate Professor of Sociology (1983;1985); B.A., Emporia State University; M.A., University of Missouri; Ph.D., Washington University. Specializations: social inequality, economy and society, social problems, sociology of work, and sociology of literature.

Robert E. Vander Poppen

Visiting Assistant Professor of Art History and Classical Studies (2008;2008); B.A., University of Michigan; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: archaeology of Etruscan Italy and early Rome, rural social structure and settlement history, state formation and urbanization, field survey methodology and archaeological theory, and the intersection of archaeology and text.

Martina Vidovic

Visiting Associate Professor of Economics (2008;2008); B.S., The Pennsylvania State University; M.A., Ph.D., State University of New York at Binghamton. Specializations: applied microeconomics, econometrics, public economics, and environmental economics.

Richard P. Vitray

Professor of Mathematics (1990;2000); B.S., Antioch College, M.S., Ph.D., Ohio State University. Specializations: graph theory and graphs embedded in non-planar surfaces.

Anca M. Voicu

Assistant Professor of Economics (2000;2006); B.A., Academy of Economic Studies (Bucharest); Ph.D., University of Birmingham (U.K.). Specializations: international economics with particular emphasis on international trade.

Susan J. Walsh

Visiting Assistant Professor of Biology (2009;2009); B.S., Cedar Crest College; Ph.D., Duke University Medical Center. Specializations: molecular, cell, and developmental biology; focusing on mitochondrial transport and signaling during zebrafish development.

Tonia L. Warnecke

Assistant Professor of Economics (2008;2008); B.A., Rollins College; M.P.I.A., University of Pittsburg; M.A., Ph.D., University of Notre Dame. Specializations: gender and economics, social welfare regimes, labor economics, economic development, and international finance.

Debra K. Wellman

Associate Professor of Education (2000;2006); B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo. Specializations: emergent literacy, preservice and inservice teacher education, teacher change, literacy circles, and multicultural education.

Chinwé U. Williams

Visiting Assistant Professor of Counseling (2009;2009); B.A., Winthrop University; M.Ed., University of Georgia; Ph.D., Georgia State University. Specializations: group work, school counseling, adolescent development, cultural issues in counseling and education, African-American adolescent achievement, diversity training, and trauma.

Suzanne L. Woodward

Visiting Assistant Professor of Psychology (2002;2009); B.A., University of North Florida; Ph.D., City University of New York. Specializations: behavioral neuropsychology, sleep and sleep-wake disorders, applied psychophysiology and biofeedback, and women's sleep.

Yusheng Yao

Associate Professor of History (1999;2005); B.A., M.A., Peking University (China), M.A., Ph.D. University of Minnesota. Specializations: Chinese history, East Asian history, and modern Russian history.

Jay E. Yellen

Professor of Mathematics (2001; 2004); B.S., M.S., Polytechnic Institute of New York; Ph. D., Colorado State University. Specializations: graph theory, optimization, algorithms, scheduling, vehicle routing, timetabling, and combinatorics.

Wenxian Zhang

Professor and Head of ofsttions: acting, from introductory to professional levels; directing; voice/speech; and movement.

Faculty in Australia

Graham Boardman

B.A.(Hons.), Dip.Ed., M.A.(Hons.), University of Sydney. Specializations: teaching and curriculum studies.

Rosemary Broomham

B.A., Dip.Ed., M.A., University of Sydney. Specialization: social history.

Bert Fulton

B.A., Glasgow School of Art, Jordanhill Training College. Specialization: art.

Marion Manton

B.Sc., University of Sydney; M.S., University of Hawaii; Ph.D., Columbia University.
Specialization: biology.

Jennifer Newman

B.A., University of Western Sydney; M.A., University of Technology, Sydney.
Specialization: aboriginal studies.

Ross Pearce

Bachelor of Commerce (Hons.), Master of Commerce, University of New South Wales.
Specializations: economics, politics, and sociology.

Bernard Weekes

B.Ed., M.Ed., University of Sydney. Specialization: geography.

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Rollins College
Hamilton Holt School
203 East Lyman Avenue
Winter Park, Florida 32789-4499
P: 407-646-2232 F: 407-646-1551
www.rollins.edu/holt