

ROLLINS COLLEGE  
HAMILTON HOLT SCHOOL  
UNDERGRADUATE  
CATALOG  
2004-05

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.*

## **FREQUENTLY CALLED NUMBERS**

### **Admission Information and Bachelor's Degree Programs**

(407) 646-2232

### **Student Services**

Academic Advising (Undergraduate)

(407) 975-6407

Academic Advising (Graduate)

Call the graduate program coordinators at the numbers listed below.

Bookstore

(407) 646-2133

Career Services

(407) 646-2195

Campus Safety

(407) 646-2999

Cashier (Bursar's Office)

(407) 646-2252

Financial Aid

(407) 646-2395

Information Technology (Student Help Desk)

407-646-2163

Olin Library

(407) 646-2376

Loans/Collections

(407) 646-2493

R-Card Office (Student Identification Cards)

(407) 646-1564

Thomas P. Johnson Student Resource Center

(407) 646-2308

### **Graduate Programs**

Business (Crummer Graduate School)

(407) 646-2405

Corporate Communication & Technology (M.A.)  
(407) 646-2416

Counseling (M.A.)  
(407) 646-1568

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

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

Liberal Studies (M.A.)  
(407) 646-2653

**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

**Email:**  
**[holt.school@rollins.edu](mailto:holt.school@rollins.edu)**

**Web site:**  
**[www.rollins.edu/holt/](http://www.rollins.edu/holt/)**

**Student Services Web Site:**  
**[www.rollins.edu/holt/students](http://www.rollins.edu/holt/students)**

**Fax:**  
**(407) 646-1551**



# ABOUT ROLLINS COLLEGE

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

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

Rollins is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and masters degrees (1866 Southern Lane, Decatur, Georgia, 30033-4097; telephone 404-679-4501). It has been a full member of the National Association of Schools of Music since 1931, 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.

## **THE HAMILTON HOLT SCHOOL**

The Hamilton Holt School was founded in 1960 to provide diverse learning experiences in the liberal arts to Central Floridians. The Holt School provides lifelong learning opportunities, primarily during evenings or weekends, to individuals of all ages seeking professional or personal development.

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

The College is within easy commuting distance for most residents of Central Florida. The beautiful 65-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. Classes meet on the Rollins campus.

## **A MESSAGE FROM THE DEAN**

Welcome to the Hamilton Holt School! I believe you will enjoy your experiences with our faculty and with classmates who are actively engaged in the learning process. Rollins professors are experts in their fields and dedicated to our traditions of innovative teaching and participative learning. Holt students come from all walks of life and have professional, family, and civic obligations outside the classroom. To help ensure their academic success, we provide a supportive environment. Special services include personalized advising, assistance with study skills, a writing center, financial aid counseling, and career guidance.

Behind every diploma from the Hamilton Holt School is a personal success story. Our students graduate with pride in their accomplishments because earning a degree is an important milestone in life. But the story doesn't end at graduation. Many Holt alumni have gone on to advanced study in law, medicine, psychology, anthropology, counseling, and other areas. For others, the degree has brought promotions or career changes. Most important, Holt students have a solid academic foundation on which to build a lifetime of learning.

Your education represents a significant investment of time and resources. The Hamilton Holt School offers an excellent academic program, and our faculty and staff are committed to providing you the best educational experience possible. I hope you will join others who, like yourself, are working toward achieving their life goals. We look forward to welcoming you to the Rollins community.

Sincerely,

Robert Smither, Ph.D.  
Dean

## **FREQUENTLY ASKED QUESTIONS**

### **What Programs Does The Rollins Evening Studies Division Offer?**

The evening studies division, or Hamilton Holt School, offers a bachelor's degree in 12 different majors, and master's degrees in liberal studies, human resources, teaching or education, community or school counseling, and corporate communication and technology. To request complete information on graduate programs, call the appropriate program representative. (See page ii.)

### **How Do I Get Started?**

Your first step is to examine this catalog, so you are already on your way. Next, 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 file it anytime along with your official college transcripts. These materials must be on file one month before the next new student registration period. An admission application is enclosed in our prospective student information packet. You also can download an application at [www.rollins.edu/holt](http://www.rollins.edu/holt) and send your \$35 nonrefundable application fee with the form to:

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

### **Can I Take A Course Without Applying To A Degree Program? How?**

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 on page one. You can file an application anytime during the academic year. Application deadlines are generally one month prior to published registration dates. Authorized new students can enroll during the walk-in registrations held just prior to the beginning of each term. These take place at the Holt School office on August 12 (fall term), January 6 (spring term), and May 19 (summer term). Once you have completed a course, you can register in advance online.

### **Is My Diploma A Rollins College Diploma?**

Yes. Your course work in the Holt School leads to a degree from an accredited program within Rollins College.

### **How Much Credit Can I Transfer From Other Colleges?**

Up to 64 semester hours can be transferred from a lower-level institution. There is no limit on transfer credit at the upper division level; however, the last nine courses for the Bachelor of Arts Degree must be taken in residence at Rollins College. It does not matter how long ago you earned these credits. An academic adviser can evaluate your transcripts and show you how the acceptable courses will apply to your program here. The only courses that will not transfer are those in areas not typically offered by Rollins, such as home economics, 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 four semester hours of credit. You must complete at least 36 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. 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 \$1100 per semester for students who have been Florida residents for 12 consecutive months.

**Is Career Counseling Available?**

Yes. The Rollins Career Services Center, located in Carnegie Hall on the Rollins campus, provides a variety of services related to career transition and job search. Services include career advising, major selection, resume writing, and individual consultation with the Holt School career adviser.

**What If I Have Been Away From College for Awhile?**

Our programs are especially designed for students who may have been out of college for awhile. 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 meeting new friends with similar goals and values.

# **GENERAL ADMISSION**

## **Application**

All new students must file an application form with a \$35 nonrefundable application fee. Applications must 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 prior to the published application deadline. Applications and relevant applicant documentation remain on file for one calendar year from the date of submission; however, students will be 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 and eligibility to register for courses prior to each scheduled new student registration period.

## **Eligibility**

Because the Hamilton Holt School serves adult learners, admission to a degree program is not based on standardized tests such as the SAT or ACT. Students are generally required to have a minimum 2.5 cumulative Grade-Point-Average (GPA) from previously attended colleges (averages from multiple institutions may be combined), or high school. 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.

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

## **Satisfactory Academic Progress Review**

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 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 unless they have completed the associate of arts degree or two humanities courses prior to entering Rollins.

## **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 (no application fee), and will be required to 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, which are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to federal and state statutes and regulations.

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

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

Students with disabilities should:

- 1) Contact the 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. If you are a student and have a learning disability or an attention deficit disorder, contact the Director of the Thomas P. Johnson Student Resource Center. If you are a student and have any other type of disability, contact the Coordinator of Disability Services.
- 2) Provide the designated coordinator of services/support 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 arrangements 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 appropriate coordinator.

## **ADMISSION WITH ADVANCED STANDING**

### **Transfer Credit**

Transfer credit is granted for previous accredited educational experience at the college level. Courses completed with a grade of C- or better at regionally accredited colleges and universities are acceptable if they contribute to the student's proposed degree program. This means that some courses in vocational fields such as secretarial studies, home economics, and agriculture 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 from a Florida community college that was earned after summer 1993 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, 2318 South Park Street, Madison, Wisconsin 53713 to certify credits for these courses.

### **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 (60 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.

5. If a student completed CLEP Examinations prior to becoming a Holt Student, such credit must appear on an official transcript from an accredited institution of higher education. There is a five-year time limitation on the acceptance of such credit.

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 file regular applications with the appropriate dean or director of admissions. 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 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 one-half the cost of tuition for three full-credit courses.

Accepted international students (with J-1 or F-1 Visas) are required by law to purchase health insurance coverage that includes repatriation and medical evacuation. This requirement is not meant to be punitive; it is a protection for the foreign 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 8:00 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 email to [mcacciatore@rollins.edu](mailto:mcacciatore@rollins.edu).

### **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 "We Care" 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. More than one hundred years later, students have at their disposal considerable library resources ranging from ancient manuscripts to the latest technology in information retrieval.

The Olin Library, a \$4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of \$2.7 million established the Olin Electronic Research and Information Center. The Center features the latest technology, including computer workstations, a variety of software applications, online databases, full Internet access, color printers, and digitizing

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

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 290,000 volumes, 1,600 periodical subscriptions, 650 serial subscriptions, 5,600 periodicals available through electronic resources, 60,000 government documents, a number of special collections, and hundreds of compact discs, DVDs, 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 Library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The Archives offer a wealth of information to local historians, collecting both documents of the institution and extensive holdings on the history of Winter Park.

The 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

### **Information Technology**

Rollins has made a significant investment in technology during the past several years. All residence hall rooms, as well as classrooms, labs, and offices are wired to the campus network and to the Internet.

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 tutoring are available in the Thomas P. Johnson Student Resource Center in the Mills Memorial Center.

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

More than 60 percent of Rollins students either bring their own computer to campus or purchase or rent computers through the College. Information on computer sales and rentals is provided to incoming students with their matriculation packet and is offered to

current students periodically during the school year through e-mail announcements. While both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general; Windows PCs are the preferred platform for most, with the vast majority of computer software being used by faculty available in that format.

A variety of microcomputer software is available in the labs, including word processing, programming languages, statistical packages, and discipline-specific software for individual courses. A COMPAQ Alpha computer and Novell Network provides e-mail and Web page storage for student home pages.

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*, and *Creating Home Pages on the World Wide Web*. For further 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 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 & Sciences, Hamilton Holt School, and Master of Liberal Studies 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 sessions, both individual and group. 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 Rice Family Bookstore, located on Holt Avenue, features not only textbooks and required course materials, but an assortment of general reading books, magazines, reference items, CDs, Rollins clothing and gifts, diploma frames and graduation regalia, greeting cards, and much more. The store also hosts special events throughout the

academic year including music, author signings, lectures, group meetings, and poetry readings.

Textbooks, clothing and gifts can be ordered online at [www.efollet.com](http://www.efollet.com). For further information contact the Bookstore at (407) 646-2133.

### **Parking**

All motor vehicles parked on Rollins College property and operated by students, faculty, and staff must be registered with the Rollins College Department of Campus Safety immediately after being brought to campus. Holt students may obtain permits during scheduled published events or any time from the Campus Safety Office. There is a \$25 charge per semester for the permit. Vehicle registration and a Rollins Student Identification Card, or R-Card, are required. For more information, call the R-Card Office at (407) 646-1564.

A brochure containing parking and traffic regulations enforced on College property by the Campus Safety 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 Safety Office at (407) 646-2999 for any additional information.

### **Dining Facilities**

Rollins College offers an innovative dining program designed to promote quality, variety and value. Three dining locations, a convenience store, pizza delivery, catering, takeout, “wellness” and “combo” meals, theme nights 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 the 100 percent satisfaction program allows any unsatisfactory item to be immediately exchanged or refunded.

Rose Skillman Hall and Dave’s DownUnder in the Cornell Campus Center houses The Marketplace Servery, The Grille, and The C-Store. The Marketplace is a dining facility with a self-serve soup and salad bar, rotisserie meats, wellness entrees, and homestyle cooking, “Theme Cuisine” with its daily rotation of specialty bars and cooked-to-order entrees, great pizza, a pasta corner, a gourmet deli counter with European style breads and salads, delicious desserts, and Starbuck’s coffee and tea--all served with a beautiful view of Lake Virginia.

Enjoy your meal on the outdoor patio or watch the game on the big-screen television in Dave’s DownUnder, where The Grille serves charbroiled burgers or chicken breasts, made-to-order deli sandwiches, packaged fresh salads, fruits and cheese platters, chips, cookies, and much more. Other popular items, such as frozen yogurt, popcorn, fresh flowers, gifts, and grocery or sundry supplies can be purchased at the C-Store.

The Cornell Café in the courtyard of the Cornell Social Sciences Building offers subs, sandwiches, hot soups, chili, hot dogs, bagels, chips, ice cream, cookies and freshly squeezed orange juice.

### **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. Evening hours will be available and published during special registration events and the first week of each term.

For additional information please call (407) 646-1564 or [rcard@rollins.edu](mailto:rcard@rollins.edu).

### **Sports and Recreation**

Students with a Rollins identification card (R-Card) may attend basketball games, baseball games, soccer games, and other sporting events on campus for free. Children under the age of 12 also can be admitted for free. Children between the ages of 12 and 18 and spouses are charged a nominal fee for entrance.

Students enrolled in classes at the Hamilton Holt School may, for a fee of \$90 per term (\$50 for summer term), use the Rollins fitness and recreational facilities, including the Tiedkte Tennis Courts, the Alford Pool, and the Alford Sports Center fitness facilities (after 9 am daily) from the start date of the semester to the start date of the following semester. A valid R-Card is required. Students should submit a Recreational Facilities Usage Form with the fee to the Holt School Office. In most cases, the card will be activated within 24 hours of payment.

Contact the Hamilton Holt School for additional information.

### **Art/Theater**

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures and performances that draw audiences not only from campus, but also from the larger Central Florida community.

The Rollins College Artist Series, the Festival Series, the Bach Festival and performing groups such as the Chapel Choir, the Rollins Singers, the Rollins Chorale and the Rollins Brass Ensemble all offer experiences for those with interest in music. The two theaters on campus, the Annie Russell Theatre and the Fred Stone Theater, offer a year-round schedule of plays and dance productions. Lecture series bring notable visitors to campus to address classes and public audiences. The Cornell Fine Arts Center contains classrooms and museum facilities open to the general public. The Cornell Gallery houses a fine collection of works by nineteenth-century English and American artists, and is fully accredited by the American Museum Association. In addition to the permanent collection, many loan exhibits are presented throughout the academic year.

### **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 at 11:00 a.m., students help lead and participate in interdenominational services in the Chapel. Students, faculty, and others may relate to the Chapel as associates. Services of meditation, vespers, gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are offered.

Hamilton Holt students and members of their immediate families may use the Knowles Memorial Chapel for weddings, baptisms, memorial or funeral services, and renewal of wedding vows. Contact the Chapel Office for details and reservations.

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

The Dean of the Chapel is also the Director of the Center for Public Service, which offers a variety of volunteer opportunities. The Dean of the Chapel is also available for personal/pastoral counseling concerning personal and/or faith related issues.

For further information, contact Patrick Powers, Dean of the Chapel, (407) 646-2115.

### **Student Activities and Organizations**

The Hamilton Holt School Student Government Association meets once each month to identify and discuss student issues. Notice of these meetings 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 fund-raising 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/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 do career networking. Students may attend continuing education programs offering members the chance to develop professional skills to the highest degree. 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 Psychology Club is comprised of psychology and non-psychology majors. The purpose of this organization is to explore different fields and activities of interest with people from many majors and to bring together day and Holt school psychology students.

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.

## **TUITION AND FEES**

### **Schedule Of Fees (2004/05)**

Application Processing Fee (non-refundable)	\$ 35.00
Tuition	
Full course (4 semester hours) (\$199.50 per semester hour)	\$798.00
Half course (2 semester hours)	\$399.00
Audited course (no academic credit)	\$399.00
Graduation fee	\$60.00 (B.A.) \$25.00 (A.A.)
Late Registration Fee	\$25.00
Late Payment Fee	\$75.00

Tuition and fees are established by the Board of Trustees and are subject to change in the summer. 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 include an initial fee of \$75, and \$50 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.

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. An official transcript must be presented at registration to receive the discount. Alumni do not pay an application fee.

#### **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.

#### **Adjunct Faculty and Their Families**

Adjunct faculty who are currently under contract in any academic program, or 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, 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.

## 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. Interested students are encouraged to call or visit the Financial Aid Office located in the Rinker Building, at (407) 646-2395. Counselors are available Monday through Friday by phone or on a walk-in basis from 8:30 a.m. - 4:30 p.m. Students may also call or visit the Holt School financial aid adviser by contacting the Holt School at (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 [www.fafsa.ed.gov](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.
- Complete a Rollins College Financial Aid Application and return it to the Financial Aid Office at Rollins College. The original document is required. Do not FAX.
- Undergraduate Florida residents who will be full-time students (12 or more semester hours) should also submit a completed Florida Resident Access Grant application no later than October 1<sup>st</sup> 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.

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: Valid student aid report 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.**

## **AVAILABLE PROGRAMS**

### **Federal Pell Grant**

A federally awarded program for undergraduate students. Grant awards range from \$400 to \$4,050 per academic year and will be prorated according to enrollment status. The U.S. Department of Education determines the amount of the award.

### **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. Late applicants are not considered.

### **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 low interest rate. Federal interest subsidies may be available to students with established financial need. Eligibility must be established using the general procedures previously described. A promissory note must be approved and the student must participate in an entrance counseling session prior to the receipt of the loan proceeds. It is the student's responsibility to notify the Financial Aid Office of his or her interest in this loan program. 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**

The 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 4 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 Grade-Point-Average (GPA) is required at all times. GPA's 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 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 effect 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 re-established 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 having completed 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 re-establish 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.

### **Rights And Responsibilities Of Student Aid Recipients**

Students receiving aid have the right to:

- Confidentiality: the privacy of files are 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 \$50 per course for books and other expenses related to attending Rollins.

#### **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 was established in 1988 to provide financial assistance to qualified adult learners who might otherwise be unable to pursue their education. Central Florida businesses, individuals, faculty, alumni and staff of the Holt School fund the program. Most of the awards are based on past academic achievement, academic promise, and financial need; however, some awards may be reserved for students exhibiting exemplary academic performance, regardless of need. Last year, more than 150 scholarships were awarded to deserving Holt students.

#### **To apply:**

1. Individuals must apply before April 15 of each academic year.
2. Contact the Holt School office or visit the Student Services Web site ([http://www.rollins.edu/holt/students/SCHOL\\_Awards.html](http://www.rollins.edu/holt/students/SCHOL_Awards.html)) to receive guidelines and appropriate forms.

# THE CURRICULUM

Through the Hamilton Holt School, Rollins College extends quality education to students who prefer the convenience of late afternoon, evening and weekend classes. The courses and programs of study are especially planned to meet the interests and needs of professionals and other part-time 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 degree or take courses for career development and personal enrichment. Those seeking a diploma may earn either an associate of arts or a bachelor of arts. 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 may be held responsible for the requirements in effect at the time of their re-entry.

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

## GENERAL EDUCATION REQUIREMENTS

As preparation for active and responsible citizenship in a global society, 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 professional and graduate expertise, whereas the general education curriculum at Rollins College exposes students to a more varied domain of knowledge and experience.

In keeping with the College's mission to educate students to think critically across disciplines, the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

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 rich 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. Non-Western cultures are those that are not European derived or that may be European derived but include a substantial cultural component from Middle Eastern, 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. 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)**

This 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 Literature 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 depend on our ability to understand, draw sustenance from, and sustain this world. This requirement

focuses on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Where possible, the social context of the sciences is discussed, and examples given of the interplay between science and society.

### **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. Effective Summer 2002, the 'R' requirement replaced the 'E' requirement. Expository Writing courses (any focus) may be used to satisfy the 'R' requirement. 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 to store facts effectively 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 successfully completing ENG 140 Composition: Writing About Selected Topics.

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

## **ASSOCIATE OF ARTS DEGREE REQUIREMENTS**

To be eligible for the Associate of Arts degree, a student must complete the following requirements:

**General Education**

All general education requirements with the exception of the Writing Reinforcement (R) requirement must be fulfilled.

**Residence**

The last five courses for the Associate of Arts degree must be taken at Rollins College Hamilton Holt School. At least one-fourth of the student's concentration course work must be taken at Rollins.

**Credit**

Eighteen courses (72 semester hours) are required for graduation. Students may be required to take a number of overall elective courses to meet the semester hour requirement.

**Grade**

Students must earn a minimum cumulative average of 2.0 (C) on a four-point scale for all courses taken at Rollins.

**Fields of Concentration**

Students take six courses within any major or minor offered by the Hamilton Holt School. One third of a student's concentration courses must be taken at Rollins.

All credits earned in the Associate of Arts degree program may be applied toward a Rollins College Hamilton Holt School Bachelor of Arts degree.

Students are not eligible for the Associate of Arts degree if they have completed 23 or more courses (92 semester hours). It is the student's responsibility to declare his or her intent to pursue the Associate's degree prior to the completion of the seventeenth course.

**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 thirty-six hours (9 full-credit courses) for the Bachelor of Arts degree must be taken at Rollins College Hamilton Holt School. 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 56 of which must be at the upper-division (300-400) level. 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 sixteen (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 will be reviewed after they attempt four courses and four course units before they will be allowed to continue. 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 requirements.

### **Major/Minor**

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

### **Majors**

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

- Anthropology
- 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 Studies
- Latin American and Caribbean Affairs
- Philosophy and Religious Studies
- Women's Studies

## Writing

### **Self-Designed Major**

Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. It reflects 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 preprofessional 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 3.0 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 will work with the student in the preparation of the proposal. The director, who will normally be the student's academic adviser, will chair the committee reviewing the senior research project and be responsible for monitoring the student's progress in completing the major.
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, 8-semester-hour independent research project, (or combination of a 4-semester hour upper-level seminar and a one-term 4-semester-hour research project) integrating the major, to be completed in the senior year
6. The program must be at least sixty-four (64) semester hours (including the senior project) in length of which thirty-two (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 the registration period of the second term of the sophomore year. Requests for course changes in the approved curriculum must be proposed and justified in writing, approved by the faculty director, and submitted to the Holt School Dean for approval.

### **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 the 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. Independent studies must be sponsored by a faculty member and approved by an academic department. An independent study cannot normally duplicate a course that is regularly offered. Students with fewer than 30 Holt School semester hours are not eligible for independent study.

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 at the bachelor's degree level, or no more than two within one's area of concentration at the associate of arts level. 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.

### **Internship**

To qualify, a student must have completed whatever course background is deemed necessary for the internship, must be matriculated (formally admitted to a degree program), of junior standing, and have a 2.50 cumulative GPA. A contract must be drawn up by the instructor, the student and the sponsoring organization, and should include 10-15 hours of student work per week with the organization (30-40 hours per week in the intensive terms), and have a strong academic component. The means of evaluation of the

internship should be stated in the contract and typically involve both the instructor and the sponsoring organization. Internships are offered on a credit/no credit basis only.

### **Approval of Independent Study**

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 date is published in each term schedule of courses and **is 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.

### **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 should have obtained the necessary approvals for a second degree prior to completing their fourth course in the Holt School. Failure to do so will reduce the likelihood of being accepted into candidacy for the second degree. Applicants for a first or second bachelor's degree will be reviewed at the conclusion of their fourth Holt School course. They must have achieved a minimum cumulative GPA of 2.0 and have an official transcript indicating their first bachelor's degree on file in the Holt School in order to be matriculated as a degree-seeking student. Students who do not meet the minimum GPA requirement will be administratively withdrawn and will not be permitted to continue taking courses in the Holt School.

Students who are not approved for candidacy to a second degree may submit a written request for reconsideration if they have achieved a 3.30 GPA after completing six or more Holt School courses.

## 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 deadline for Web registrations. Late payment fees will be assessed for payments received after the published deadlines. 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.) Students will be held personally and financially responsible for registrations they initiate, whether or not aid is 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; Madrid and Oviedo, Spain; London, England; and Trier, Germany. Additionally, students can participate in affiliate programs in Hong Kong, Paris, France; Lancaster, England; Rome, Italy; Athens, Greece; and in Washington, D.C.

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 are offered in December and January, for Spring Break and during the summer. These Field Studies present an opportunity to study and travel internationally with a Rollins faculty member for one to four weeks. Costs range between \$1,200 and \$3,500, plus tuition. Travel opportunities for December 2004/January 2005 included courses in Hawaii, Mexico, Greece and New York City. Two courses are available during Spring Break in London and New York City. 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.

The Office of International Programs, located in International House on the Rollins Campus, is the starting point for any student considering off-campus study. Drop by the office or visit their web site at <http://www.rollins.edu/int-programs>.

## **ACADEMIC POLICIES**

### **THE ACADEMIC CALENDAR**

The academic calendar consists of a 15-week fall term, an 18-week spring term, one eight-week and two four-week summer terms. During the extended spring term students may select from traditional courses, intensive courses on campus, independent study or participate in an overseas course conducted by a Rollins faculty member. Several departments regularly take students abroad to France, Spain, Germany, Austria, Italy, Russia and Latin America. 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 160 minutes of in-class instructions 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 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 4:00-6:40 p.m. or from 6:45-9:25 p.m. Hours vary for the weekend classes and short terms.

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

## **COURSE LOAD**

### **Fall and Spring Terms**

It is highly recommended that fully employed students take no more than eight semester hours per term. Three courses (twelve 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 may not request a course overload.

### **Summer and Intensive Terms**

Students may not take more than one course during either of the four-week summer terms unless otherwise published. A full-time course load during the eight-week or the two four-week summer terms is eight semester hours. A 3.0 Grade-Point-Average 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 may not request 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 mid-way

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 mid-term rosters which are sent by the Holt School and returned to that office. A faculty initiated "W" takes effect only if it is indicated on the mid-term 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. medical conditions or job relocations which can be substantiated in writing by a physician or 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 50 percent refund as appropriate in exceptional cases.

### **REPEATED COURSE**

Students may only repeat a course for which they received a failing grade. They will not be awarded credit for the repeated course, but the grade earned will figure into the student's Grade-Point-Average. The original grade is not removed if the student repeats the course. Students may repeat Freshman Composition for credit if they received a grade of C or lower in a first attempt at the course.

### **CREDIT/NO CREDIT**

The credit/no credit option is used for certain preparatory courses, 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 Grade-Point-Average 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 all students in the course are graded on that basis. No more than one course per term may be so designated and a maximum of four such courses will count for graduation.

### **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 from their advisers permission 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 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 Grade-Point-Average 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 15<sup>th</sup> of the month to be considered at the next meeting. (Forms are available in the Holt School Office.) Such appeals should 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:

<b>Grade</b>	<b>Quality Points</b>	<b>Grade</b>	<b>Quality Points</b>
A	4.00	D	1.00
A-	3.67	D-	.67
B+	3.33	F	0
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

### **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 sixty 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**

The review process established to ensure a fair hearing in cases of grade disputes is as follows:

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The review process established to ensure a fair hearing in cases of grade disputes is as follows:

1. Students must arrange to meet with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. Only the course instructor has the authority to change a grade.
2. Students who still question their grades after consultation with the instructor should contact the Holt School Assistant Dean, who will consider the substance of the dispute. The Assistant Dean may a) determine that there is no justification for formal appeal; b) contact the instructor or the academic department chair of the instructor and act as a mediator to attempt to resolve the issue; or c) recommend the student file a formal written grade appeal.
3. Formal appeals will be accepted only when students can furnish evidence that the final grade was affected by their opinions 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, students may proceed with the appeal to the Holt School Student Appeals Committee by submitting a letter describing the situation. This appeal must be submitted to the attention of the Assistant Dean within 90 days from the end of the term of the course. All documents related to the case are submitted to the Assistant Dean to present to the Student Appeals Committee for consideration. The Assistant Dean may request any other appropriate documentation. After review, the decision of the Student Appeals Committee 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 Grade-Point-Average (GPA) to that point 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

There are no honors designations for the Associate of Arts degree.

### **Alpha Sigma Lambda National Honor Society**

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.

The following represent other honor societies available to qualified Hamilton Holt School students:

- Lambda Pi Eta (a national honor society in communications)
- Omicron Delta Epsilon (an international economics honor society)
- Psi Chi (a national honor society in psychology)
- Sigma Tau Delta (an international honor society in English)
- Upsilon Pi Epsilon (an international honor society in computer sciences)

Students should contact relevant majors for additional information.

## **ACADEMIC PROBATION AND DISMISSAL**

### **Review**

All students will be reviewed after they have attempted four courses. If a student has less than a 2.00 cumulative average at the end of this period, he or she will be administratively withdrawn from the Holt School unless there are extenuating circumstances. Administratively withdrawn students may reapply to the Holt School after one calendar year has elapsed. Students are strongly encouraged to complete at least one year of acceptable academic course work at another accredited institution of higher education prior to requesting readmission to the Holt School.

### **Probation**

Students who have less than a 2.0 (C) cumulative average, and who have attempted a minimum of four courses and four course units at Rollins College will be placed on probation by the Holt School academic standards committee.

## **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). Moreover, 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.
2. A student must maintain a 2.0 cumulative average after he or she has completed 30 courses and 30 course units or be subject to dismissal.
3. Students dismissed from the Holt School or any other College program are dismissed from all programs of the College.
4. Students who are academically dismissed have 10 days to appeal the decision in writing.
5. 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.

## **PROSCRIBED CONDUCT**

### **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.

## **CONDUCT, RULES AND REGULATIONS**

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

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

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

- **Cheating:** use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor.
- **Unauthorized collaboration:** collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, essays or other work for which academic credit is received.
- **Multiple submission:** submission of substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.
- **Fabrication:** misrepresenting, mishandling, or falsifying information in an academic exercise. For example, inventing data for a laboratory assignment or representing a quotation from a secondary source (such as a book review or a text book as if it were a primary source.
- **Plagiarism:** offering the words or ideas of another person as your own. An obvious form of plagiarism is copying a direct quotation from your source. A more subtle form is the paraphrasing of material or use of an original idea if that paraphrase or borrowed idea is not properly introduced and documented. The following are suggestions for avoiding plagiarism articulated by James D. Lester in *Writing Research Papers*, 2nd Edition (1976), p. 48.
  - a. Acknowledge borrowed material within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken.

- b. Enclose all quoted material within quotation marks.
- c. Make certain that paraphrased material is written in your own style and language. The simple rearrangement of sentence patterns is unacceptable.
- d. Provide a footnote for each borrowed item.
- e. Provide a bibliography entry for every book or magazine that appears in the footnotes.

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

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

- An instructor deals with academic dishonesty by informing a student of the infraction as expeditiously as possible and by taking whatever academic punitive action the instructor deems appropriate. The instructor informs the Dean of the infraction by letter, a copy of which is sent to the student. The instructor informs a student of the right to appeal to the Dean. The student should submit the appeal within seven class days of notification by the instructor.
  - If a student appeals an instructor's action, the Dean takes statements from the instructor, the student, and all appropriate witnesses, including those requested by a student. The Dean's ruling is final with respect to guilt or innocence. The Dean does not have the power to assign a grade for either the work in question or for the course. In the event of a verdict of guilty, the instructor determines the penalty within the course. The Dean determines whether any additional academic punitive action is appropriate. In the event of a verdict of innocent, the instructor re-evaluates the work in question and does not penalize the work because of the alleged violation.
  - Any student who commits two infractions involving academic dishonesty is subject to suspension or dismissal from the College.
2. Intentional disruption or obstructions of teaching, research, administration, disciplinary proceedings, or other institution activities and operations.
  3. Physical, mental, or verbal abuse of any person on institution premises or at institution-sponsored or supervised functions.
  4. Theft of or damage to property on institution premises.

5. Failure to comply with directions of institution officials acting in performance of their duties.
6. Violation of any local, state, or federal law.
7. The possession, use, or sale of firearms, ammunition, combustibles, fireworks, explosive devices, or other dangerous weapons on campus.
8. Theft or other abuse of computer time. Includes but is not limited to:
  - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
  - Unauthorized transfer of a file.
  - Unauthorized use of another individual's identification and password.
  - Use of computing facilities to interfere with the work of another student, faculty, member or College Official.
  - Use of computing facilities to interfere with normal operation of the College computing system.
  - Use of computing facilities to violate Federal, State or local laws or College policy.
9. Misuse of campus facilities. Access to Rollins College facilities is limited to Rollins students, faculty, staff and authorized visitors. Student organizations must be registered with the Holt School office in order to access facilities without being charged. Unauthorized or illegal use of the facilities is prohibited.
10. Excessive drinking and intoxication, or any violation of laws regarding alcohol.
11. Discrimination and harassment. The College values an atmosphere that is free of all forms of discrimination and harassment, and will endeavor to prevent discrimination because of race, color, religion, gender, sexual orientation, national origin, age, handicap, or military service. A Grievance Procedure has been established to respond to allegations of discrimination and harassment. Students may wish to speak to a faculty or staff member or student consultant before filing a complaint. Names of consultants are available online via the Rollins Web.
12. 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.

### **Administration of the Code of Student 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 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 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**

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

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

#### **C. Appeals**

1. All appeals must be submitted in writing within two calendar weeks by the student to the Dean of the 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 which are disproportionate to the offense.
3. Appeals based upon new evidence shall not be granted. New evidence shall be treated as grounds for a new processing by the original body 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.

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.

#### **DRUG FREE SCHOOLS AND COMMUNITIES ACT:**

**The following policies and information is articulated in compliance with the Drug Free Schools and Communities Act of 1989.**

##### **A. Philosophy**

Rollins College disapproves of both the illegal use and distribution of drugs. The College expects all members of the community to comply with state and federal laws pertaining to illegal drugs. The sale, purchase, manufacture, possession, distribution and illegal use of controlled substances, drugs and drug paraphernalia are prohibited. Rollins accepts Florida statutory definitions of drugs and drug paraphernalia. Charges of drug misuse by Holt School students will be heard by the Dean.

The College responds to the issue of substance abuse in three ways: education for the College community about drug use and its consequences; referral for confidential counseling for those with personal problems related to illegal substance abuse or use; and disciplinary action. As a corporate citizen of the community, and in the spirit of educational values, the College will pursue all means possible to support the laws regarding illegal drug use. The campus is not a sanctuary from law enforcement agents.

The goals of the policy are to:

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

#### **B. Educational Efforts to Prevent Drug Abuse**

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

#### **C. Disciplinary Action**

Sanctions and penalties may range from written warnings with probationary status to dismissal from academic programs.

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

#### **D. Counseling and Rehabilitation Services to Prevent Drug Abuse**

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

#### **E. Responsibilities Under this Policy**

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

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

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

#### **F. Dissemination of this Policy**

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

#### **G. Drugs/Alcohol And Their Health And Legal Risks**

1. Alcohol. Alcohol consumption causes a number of changes in behavior. Even low doses significantly impair judgment and coordination. Low to moderate doses can increase the incidence of a variety of aggressive acts. Moderate to high doses cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. Continued use of alcohol can lead to physical dependence. Long-term effects of alcohol consumption can lead to permanent damage to vital organs such as the liver and brain. Mothers who drink alcohol during pregnancy may damage an unborn fetus. Research indicates children of alcoholic parents are at greater risk of becoming alcoholics than other children. To possess, purchase, sell or give alcoholic beverages to those under the age of 21 is against the laws of the State of Florida and is punishable by imprisonment, fine, or both. Individuals driving under the influence of alcohol or other drugs face suspension of a driver's license, fines, community service or imprisonment.
2. Cannabis. Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks of concentration and coordination. Marijuana can also produce paranoia and psychosis. Marijuana smoke contains more cancer-causing agents than tobacco smoke. Long-term users may develop psychological dependency and may cause long term physical effects.
3. Cocaine. Cocaine stimulates the nervous system. Immediate effects include elevated blood pressure, heart rate, respiratory rate and body temperature. It is psychologically and physically addictive. The use of cocaine can cause death by cardiac arrest or respiratory failure.
4. Narcotics (such as heroin, codeine, morphine, opium). An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely.
5. Hallucinogens (such as LSD, acid). Physical effects include elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness and tremors. The user may experience panic, confusion, suspicion, anxiety and loss of control. Large doses may produce convulsion and coma as well as heart and lung failure.
6. Other depressants, stimulants, inhalants, and designer drugs (including amphetamines, crack, barbiturates, tranquilizers) cause similar physical and

psychologically addictive behavior and physical symptoms and pose considerable health risks.

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

#### **H. Resources: Counseling, Treatment And Rehabilitation**

- **Cornell Counseling Clinic (On-Campus Assistance for Holt Students)**  
2nd Floor of Cornell Social Sciences Building (407)-646-2134
- **Community Resources:** Students may contact their program adviser or access an online list of important organizations in the community that offer services to help with various concerns (<http://www.rollins.edu/dosa/percoun/cresources.html>). Included are resources for alcohol and drug abuse, sexual assault, eating disorders, nutrition, psychiatric services, and community mental health.

#### **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.

#### **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.

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 education records. Education 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, home town 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

## **ANTHROPOLOGY (Major, Minor)**

The Anthropology major in the Hamilton Holt School exposes students to many related subdisciplines of the field. Undergraduates take courses in cultural anthropology, human evolution, and anthropological theory.

The study of anthropology ideally develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, counseling, government, and business.

The field of anthropology encompasses many interests and approaches--from archaeology to primate behavior to applied anthropology. Anthropology courses emphasize the biological basis of human society, cultural mores, social change, and the development of civilization.

Anthropology majors should declare their major early and keep in touch with the anthropology faculty about developments in the major.

### **Requirements for the Major (12)**

#### **The Core Curriculum (All core courses must be taken at Rollins)**

- ANT 200 Cultural Anthropology
- ANT 210 Human Evolution
- ANT 300 Development of Anthropological Thought

### **Additional Requirements**

1. Five anthropology electives; at least three of them must be at the 300-400 level
2. Three additional courses outside anthropology but related to anthropology. Students can choose from courses in African-American Studies, Latin American and Caribbean Affairs, sociology, and social psychology.
3. One senior seminar or senior research project in anthropology.

Students seeking recommendations for graduate school in anthropology are advised to complete a course in statistics (chosen in consultation with the department adviser).

### **Requirements for the Minor (8)**

Eight (8) courses are required: the three (3) core courses required for the major; four (4) anthropology electives, two of which must be at least at the 300-400 level; and one additional course outside anthropology, but related to anthropology (See Additional Requirements, 2 above for courses). Six of the eight courses for the minor must be taken at Rollins.

## **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

**The American Assembly of Collegiate Schools of Business (AACSB) accredits Rollins College at the graduate level. Consistent with AACSB requirements 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 and 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.

**Requirements for the Major (12)**

**Core Courses (10)**

- CMS 167 Introduction to Computer Programming
- CMS 170 Data Structures
- CMS 250 Introduction to Computer Organization
- CMS 270 Introduction to Object-Oriented Programming
- CMS 310 Software Development & Professional Practice
- CMS 351 Database Design

CMS 370 Operating Systems Principles  
CMS 375 Networking  
CMS 497 Senior Project  
MAT 240 Discrete Mathematics

**Major Electives (Select 2)**

CMS 340 Developing GUI Applications  
CMS 371 Developing Database Applications  
CMS 380 Programming Languages and Paradigms  
CMS 381 Computer Law and Ethics  
CMS 395/495 Special Topics

Requirements for the Minor (8): Completion of CMS 167, 170, 250, 270, 310, 351, 370 and MAT 240.

**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.

Economics majors are required to take six core courses and six elective courses. Basic knowledge of algebra is assumed.

**Requirements for the Major (12)**

**Core Courses (6)**

ECO 108 Quantitative Methods for Economics  
ECO 212 Principles of Economics I (Micro)  
ECO 213 Principles of Economics II (Macro)  
ECO 303 Intermediate Microeconomics  
ECO 304 Intermediate Macroeconomics  
INT 221 Statistics for the Social Sciences

**Electives**

Six additional courses in economics, four of which must be taken at the 300/400 level.

**Requirements for the Minor (6)**

Three core courses: ECO 212, ECO 213, and INT 221

Three course units of electives in economics at the 200, 300, or 400 level

Note: Students who may wish to pursue graduate study in economics, business, public administration, industrial and labor relations, and most other related disciplines should take additional courses in mathematics.

## **EDUCATION**

The Hamilton Holt School and the Department of Education offer two options for students who wish to enter the teaching profession. Graduates of these state-approved Teacher Education Programs are eligible for a Florida State Teacher Certification. The Department of Education offers certification in selected secondary (6-12) subjects (Music, Economics, 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 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. A passing score on the Subject Area Exam of the FTCE is also required. In addition, students must have at least a grade point average of 2.5. These requirements must be met before admission to student teaching.

#### **Course of Study**

Students seeking teacher certification at the secondary level must complete the major in Music, Economics or English, and the following:

- 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 and School Organization

#### **B. Secondary Course Sequence**

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

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 test of the Florida Teacher Certification Exam (FTCE). 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 fourteen-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, the Professional Education Exam and Subject Area Exam prior to graduation.

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

This program represents a joint effort between the Hamilton Holt School and the Graduate Program 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 and School Organization

Senior Year	A maximum of six (6) credit hours in undergraduate methods courses.
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Selections include either:

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

Or:

EED 317	Music for Elementary Schools (2) and
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- 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) before they complete 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) Prerequisite: EDU 568 or 569
- EDU 533 Student Teaching: Elementary (One Semester - nine semester hours of credit), **taken with** EDU 540 Teacher Competencies (3)
- EDU 575 Diagnostic Techniques in Reading (3)
- EED 512 Instructional Strategies for the Elementary School (3)
- EED 536 Research in Elementary Education (3)
- EED 560\* Laboratory in Elementary School Music (2)
- EED 561\* Laboratory in Elementary Art (2)
- EED 563 New Content in Elementary School Mathematics (3)
- EED 563L Elementary School Mathematics Lab (1)
- EED 564\* New Content in Elementary School Science (3)
- EED 566\* New Content in Elementary School Social Studies (3)
- EED 567\* Health and Physical Education Programs in Elementary Schools (2)
- EED 568 New Content in Elementary School Language Arts (3)
- EED 569 Literature for the Elementary School Child (3)

\*May be taken as undergraduates 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 a 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 EDU 271, EDU 280, and EDU 324. Coursework for English Majors with teacher certification includes EDU 271, EDU 280, EDU 324, EDU 335, EDU 407, and EDU 491. 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 preprofessional 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 (8)**

ENG 200	Writing About Literature
ENG 201	Major English Writings I
ENG 202	Major English Writings II
ENG 303	American Literature I <b>Or</b> ENG 304 American Literature II
ENG 364	College Grammar <b>Or</b> ENG 374 Editing Essentials
ENG 335	Critical Approaches to Literature
ENG 312	Shakespeare <b>Or</b> ENG 450 Genre Study <b>Or</b> ENG 460 Major Author
ENG 495	Senior Capstone Course for English Majors

Four electives, at least two of which must be in literature at the 300/400 level.

#### **Requirements for the Minor (6)**

Students who minor in English must complete ENG 200, ENG 201 or 202, ENG 303 or 304, and three electives, at least two of which must be at the 300/400 level.

### **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
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**

- GMS 191 Humanscapes: The Urbanization Process
- ENV 289 Nature in the City
- GMS 200 Pursuing the American Dream: Housing In America **Or**
- GMS 201 Historic Preservation
- GMS 202 Citizen Participation and Community Dynamics
- ENV 302 Traditional Town Planning

**Four GMS, ENV or ECO elective courses selected in consultation with an adviser.**

**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 studies, 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 in each of the following areas:**

- History of the 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 which 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 also 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.

### **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, and equally divided between the following academic areas: economics and business (5); foreign cultures and languages (5), including one year of a foreign language; and history and politics (5). 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. IA majors are also required to submit at least one other research paper from an IA class, preferably from a class taken in the first or second year of study at the Hamilton Holt School. These writing samples are 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.

**Economics and Business (select 5)**

BUS 369	International Business
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

**Foreign Cultures and Language (select 5)**

ANT 200	Cultural Anthropology
ANT 252	Cultures of China
ANT 254	Cultures of Japan
ANT 305	Cinema and Society in China
ANT 355	Dynamics of Socio-Cultural Change
ANT 426	Youth Cultures
INAF 125	Politics and Culture of the Middle East
LAC 200	Foundations of Latin American Culture and Society
LAC 201	Foundations of Caribbean Culture and Society
LAC 211	Modern Latin American History
LAC 260	The Peoples and Cultures of Latin America
LAC 400	Seminar in Latin American and Caribbean Social Problems
MUS 260	Music of the World's Peoples
REL 113	World Religions: Far Eastern
REL 114	World Religions: Near Eastern
RSN 205	Land of the Firebird: The Art and Culture of Russia
RSN 230	Great Russian Writers

In addition to the five required courses in this area, all majors must take at least one year of a foreign language. 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 5)**

At least one course must be taken in history AND one 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: A Study in Tyranny
INAF	100	Introduction to Comparative Politics
INAF	125	Politics and Culture in the Middle East
INAF	200	International Relations
INAF	215/315	Topics in International Relations
INAF	130	Introduction to International Politics
INAF	340	U.S. Foreign Policy in the Middle East
INAF	384	East Asian Politics
INAF	386	South Asian Politics
LAC	211	Modern Latin American History

**Requirements for the Minor**

A minimum of eight courses must be taken, of which at least four 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).

**LATIN AMERICAN AND CARIBBEAN AFFAIRS (Minor)**

The Latin American and Caribbean Affairs minor is interdisciplinary and offers a better understanding of the peoples, cultures, and resources of Latin America and the Caribbean. The minor complements already established majors such as Economics, Organizational Behavior, and Anthropology, and provides preparation for students considering graduate study or careers in such fields as Latin American Studies, business, government, or library research.

The Latin American and Caribbean Affairs minor requires eight courses, four of which must be taken at the 300 level or above.

**The Core Curriculum: (4 courses)**

LAC	200	Foundations of Latin American Culture and Society
LAC	201	Foundations of Caribbean Culture and Society
LAC	211	Modern Latin American History
		Seminar or Advanced Topics Course

**Electives: (Select 4 courses)**

LAC	207	History of Florida
LAC	400	Seminar in Latin American and Caribbean Affairs

MUS 260 Music of the World's Peoples (When offered with a Latin American or Caribbean emphasis)

Courses in the Spanish language above the 200 level (A Spanish-speaking student is expected to have fulfilled SPN 101, SPN 102 and SPN 201 or equivalent.).

Literature courses in Latin American Literature.

At least four of the courses for the minor must be at the 300 level or above.

### **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.**

### **Requirements for the Major (13)**

#### **Core Courses (6)**

MUS 151 Theory 1 (Harmony)  
MUS 152 Theory 2 (Harmony)  
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 200-01 Rollins College Choir (1 semester hour credit)  
One per term/four terms minimum  
MUA 201/301/401 Applied Music for the Major/Minor (2 semester hours credit)  
One per term/four terms minimum

#### **Elective Courses (4)**

Three electives, at least two at 300/400 level  
One elective in non-Western Music

### **Requirements for the Minor (7)**

MUS 151/152 Theory I and II (Harmony)  
MUA 200-01 Rollins College Choir (four terms at 1 semester hour credit each)  
MUA 301/401 Applied Music (two terms at 2 semester hours credit each)  
Two electives  
One elective in non-Western Music

## **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 304 Statistics and Decision Making  
PSY 301 Research Methods in Psychology  
PSY 306 Tests and Measurements  
PSY 330 Organizational Behavior  
PSY 407 Organization Development  
PHI 108 Ethics OR  
PHI 308 Business Ethics

**Additional Major Requirement:** Completion of a standardized test in psychology in the year prior to graduation. Students are asked to complete this assessment in order for Rollins to monitor teaching quality and curriculum.

#### **Interdisciplinary and Application Courses (4)**

*Students may choose four from the courses listed below:*

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  
PSY 480 Senior Research Seminar

Persons majoring in Organizational Behavior may not minor in psychology.

### **Requirements for the Minor (8)**

#### **Core Courses (5)**

PSY 101 Introduction to Psychology  
PSY 301 Research Methods in Psychology  
PSY 330 Organizational Behavior  
PSY 211 Social Psychology **or** PSY 317 Group Dynamics  
PHI 308 Topics: Business Ethics

### **Interdisciplinary and Application Courses (3)**

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

Persons 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 (7)**

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

##### **Elective Courses (Select 6):**

Six 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.

### **PHILOSOPHY AND RELIGIOUS STUDIES (Minor)**

Students minoring in Philosophy and Religious Studies obtain a general introduction to philosophy, ethics, and religion. Students must complete eight courses in these areas for the minor.

#### **Requirements (8)**

**Core Courses (3)**

PHI 103 Introduction to Philosophy **or**  
PHI 108 Ethics **or**  
REL 114 World Religions: Near Eastern

PHI 120 Theories of Human Nature

REL 113 World Religions: Far Eastern **or**  
REL 125 Biblical Literature: Genesis - Prophets **or**  
REL 126 New Testament

**One advanced course in ethics, chosen from among the following:**

PHI 308 Topics in Ethics  
PHI 309 Environmental Ethics

**Four electives in the department;** at least one in Philosophy and at least one in Religious Studies. At least two electives must be at the 300 or 400 level.

**PSYCHOLOGY (Major, Minor)**

The Psychology Program of the Hamilton Holt School strives to provide an overview of the widely diverse field of psychology along with opportunities for application and demonstration of the principles students learn. 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.

Students are required to take 12 courses, including six core courses and six electives for the major.

**Requirements for the Major (12)**

**Core Courses (6)**

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

**ONE of the following:**

PSY 211 Social Psychology  
PSY 254 Personality or  
PSY 261 Learning and Behavior Change

**TWO of the following:**

PSY 303 Lifespan Development  
PSY 306 Tests & Measurements  
PSY 307 Introduction to Neuropsychology  
PSY 310 Psychopathology

PSY 322 Cognitive Psychology  
PSY 335 Clinical Psychology

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

**Additional Major Requirement:** Completion of a standardized test in psychology in the year prior to graduation. Students are asked to complete this assessment in order for Rollins to monitor teaching quality and curriculum.

**Requirements for the Minor (8)**

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

**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, including economics, religion, history, English, political science, philosophy, anthropology, 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.

**Core Courses for the Minor**

WMS 205 Introduction to Women's Studies  
PHI 314A Topics in Philosophy: Feminist Theory

**Four Women's Studies electives (at least two 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 core courses listed below and three 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 200 Writing About Literature
- ENG 205 Language Studies
- ENG 268 Writing Intensives
- ENG 271 Personal Writing
- ENG 273 Journalistic Writing
- ENG 276 Writing for the Future
- ENG 295/ Studies in Nonfiction: Biography, Writing  
395 in the Community, Environmental Writing.
- ENG 300 Expository Writing: Informal Essay; Journalistic Essay;  
Investigative Essay; Argument; Reading, Writing, & Rhetoric
- ENG 360 Creative Nonfiction Workshop:  
autobiography, personal essay, travel  
writing, literary journalism
- ENG 367 Creative Writing Workshop: poetry, fiction, nonfiction, children's  
literature, playwriting
- ENG 375 The Role of the Critic: Writing Reviews
- ENG 385 Prose Style
- ENG 392 Environmental Writing
- ENG 467 Advanced Creative Writing Workshop
- ENG 482 Writing for Publication
- ENG 397/ Internship in Writing  
497
- ENG 498 Independent Writing Projects

NOTE: Students seeking a writing minor are required to submit for departmental approval a portfolio of their best writing at least **two months** prior to graduation. The writing in this portfolio must be stylistically felicitous, structurally sound, rhetorically effective, and substantively original. Specific procedures for constructing a successful portfolio will be delineated in consultation with a member of the writing faculty.

# 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.

<b>Course Prefix</b>	<b>Discipline</b>
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)
FRN	French
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
PHY	Physics
PSY	Psychology
REL	Religion
RSN	Russian
SPN	Spanish
THE	Theater
WMS	Women's Studies

Most of the majors and minors offered through the Hamilton Holt School are of an interdisciplinary nature (several disciplines are represented within the majors and minors). To identify Holt School majors and minors and the course requirements within them, please refer to the section titled "Academic Programs."

**ANT 150 Cultures of the World**

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

**ANT 200 Cultural Anthropology**

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

**ANT 205/305 Topics in Anthropology**

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

**ANT 206 Anthropological Perspectives on Love and Marriage**

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

**ANT 210 Human Evolution**

Introduces physical anthropology. Reviews genetics, including evolution, then turns to non-human primates for 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 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 Native 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 Native Americans and to encourage a sensitivity to Native American 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 Sex and Gender: Biology and Culture**

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 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 Foundations in Archaeology**

Presents the subdiscipline of archaeology, including field work, 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: One ANT course or consent.

**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 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 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 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 426 Seminar: Youth and Student 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 status.

**ANT 452 Seminar: Chinese Cinema & Society**

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.

**ARH 101 Introduction to Art and Artists**

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, and painting, and the late antique style.

**ARH 220 Castles and Cathedrals: Medieval Art**

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

**ARH 230 Italian Renaissance Art**

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

**ARH 231 Northern Renaissance Art**

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

**ARH 240 Baroque and Rococo Art**

Pursues seventeenth-century Baroque style in Italy, Holland, Flanders, France, England and Spain from Renaissance and Mannerist sources, through termination in eighteenth-century Rococo style, c. 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. Formerly ARH 322. Prerequisite: sophomore status.

**ARH 250 Modern European Art**

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. Formerly offered under 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. Formerly 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, and 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: Renaissance Art**

Focused studies in specific areas of Renaissance art. Topics vary, but may include The Age of Michelangelo, Art of Renaissance Florence, and Medici Madness. 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 Renaissance art history. May be repeated for credit where there is not topical overlap.

**ARH 355 Special Studies: Modern European Art**

Focused studies in specific areas of European art from 1789 to World War II. Topics vary, and 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. Formerly 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. Formerly 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 365 Special Studies: Modern American Art**

Focused studies in specific areas of American art from 1900-1960. Topics vary, and 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 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 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 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 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: some photographic background.

**ASL 100 American Sign Language I**

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

**ASL 200 American Sign Language II**

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

**ASL 300 American Sign Language III**

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

**BIO 108 Your Body: Health & 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. Formerly 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 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-vs. 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. Examines legal aspects, employee relations (motivation, diversity, employee rights, communication) and personnel administration (recruitment, selection, compensation, training, and development). BUS 336 and 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 337.

### **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 in an Environmental Context**

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 147 Multimedia Programming & 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 151 Fundamentals of Programming**

A basic-level course that presents the fundamental components of computer programming. Students lacking any programming experience may choose this course as a foundation for CMS 167. Topics include data types, programming constructs, input/output, and debugging techniques. Students will need access to a PC on which they can load Microsoft Visual Basic software that comes with the text and complete homework assignments.

### **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 Microsoft software that comes with the text. Prerequisite: HS Algebra or Equivalent and moderate computing skills.

### **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. Prerequisite: CMS 167.

### **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 and MAT 240.

### **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 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 340 Developing GUI Applications**

Covers program design and implementation Graphical User Interface (GUI) programs. Topics include program organization, APIs, controls, screen design considerations, and event-driven program design. 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. Prerequisite: CMS 170, 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 vs. thick client considerations, programmatic manipulation of database objects, and security issues in a heterogeneous database environment. 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 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. Prerequisite: CMS 310.

**CMS 395 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 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 individuals 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 312 Persuasion**

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

**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 Work Teams**

This course will explore the study of group dynamics and its importance within social and professional contexts. Specific focus will be given to groups in the workplace and techniques to maximize performance within organizations. Students must have access to a computer with

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

### **COM 322 Computer Mediated Communication**

Study of the fundamental changes in human communication processes brought about by our interactions with new technologies such as video conferencing, e-mail, real-time chat, list serves, 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 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 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 permission of instructor.

### **COM 421 Organizational Communication**

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

### **COM 480 Senior Seminar in 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 more fully 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 100 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.

### **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, and 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 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, earnings' 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 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 212 and 213.

**ECO 305 Topics in Economics**

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

**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 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 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 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 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 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 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 vs. ideal. Prerequisite: ECO 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 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 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 212 and 213.

**ECO 355 Environmental Economics**

Approaches resource use, particularly pollution, from an economic standpoint. Examines the economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. Prerequisite: ECO 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 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 major, ECO 108, 212 and 213, and INT 221.

**ECO 403 Applied Microeconomics**

Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. Prerequisite: ECO 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. Prerequisite: Education major or certification track.

**EDU 272 Educational Psychology**

Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning. Prerequisite: Education major or certification track.

**EDU 280 Diversity in American Education**

Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. One education course or consent.

**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 non-teaching field component. Prerequisite: Education major or certification track.

**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. Prerequisite: certification track.

**EDU 381 Primary Education: Methods and Materials**

A study of the sequence of growth in child development. This course covers strategies for observing, diagnosing, and prescribing appropriately for the needs of the early learner whose cognitive development is enhanced by concrete experiences. Different approaches for working with parents and families of ethnically diverse groups are also presented. Prerequisite: Education major or certification track.

**EDU 382 Primary Education: Curriculum**

An investigation of the issues, trends, movements, and practices which have influenced the planning of programs to address the needs of the early learner, rather than specific subject areas. The theoretically based curriculum is examined relative to the emotional, social, physical,

cognitive, and creative development of the child. Prerequisite: Education major or certification track.

**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. Prerequisite: Education major or certification track.

**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. Seminar. Certification track and junior status. Corequisite: EDU 417L.

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

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

**EDU 470 Competencies for the Beginning Teacher**

Introduces competencies in the six domains of the Florida Beginning Teacher Program: planning, classroom management, organization of instruction, presentation of knowledge, communication, and evaluation of student progress. Students practice use of the Florida Performance Measurement System (FPMS), a program to assess and develop beginning teachers. Corequisite: EDU 490 and EDU 491.

**EDU 491 Student Teaching:Secondary**

Similar to EDU 490, with substitutions for teaching level. All certification track requirements. 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: Education or music major.

**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: Education major.

**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: Education major.

**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: Education major.

**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: Education major.

**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. Section topics are designated by individual instructors. This course (or an equivalent) must be taken during the first semester at Rollins. Formerly ENG 101.

**ENG 150 Introduction to Literature**

Examines literary works in various genres while considering whether literary meaning resides in the authors' intentions, in readers' responses, or in the texts themselves. Suitable for non-majors. Offered in fall, spring, and summer terms. Prerequisite: ENG 140 or equivalent.

**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 200 Writing About Literature**

Introduces literary analysis and writing about literature. Includes instruction in writing from sources, both primary and secondary, and in MLA documentary style. Must be taken in the first or second semester as an English Major or English Minor at Rollins. Offered in fall and spring terms. Formerly ENG 391. Prerequisite: ENG 140 or equivalent.

**ENG 201 Major English Writing I**

Provides a historical survey of English literature, beginning with the Anglo-Saxon period, including the Medieval and Renaissance periods, and concluding with writers of the seventeenth century. Offered in fall and spring terms. Prerequisite: ENG 140 or equivalent.

**ENG 202 Major English Writings II**

Provides a historical survey of English literature, beginning with the eighteenth century, continuing through the Romantic and Victorian periods, and concluding with writers and works of the early Modernist period. Offered in fall and spring terms. Prerequisite: ENG 140 or equivalent.

**ENG 204 African Literature**

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

**ENG 205 Language Studies**

Specific topics vary. May include grammar; semantics; linguistics; style and stylistics; etymology; the history of the English language; or some combination thereof. ENG 140 or equivalent.

**ENG 207 Writing Like a Woman**

Focuses on women writers and their literary works, considered in the context of history, culture, and social movements. Requires that students self-select one particular writer and follow her creative journey. Prerequisite: ENG 140 or equivalent.

**ENG 215 Writing for Mass Media**

Introduces the basic skills of journalistic writing with an emphasis on clarity, accuracy and speed. Includes readings in the contemporary press to examine current standards for news stories and other forms of writing. Also includes instruction in the use of a style book and additional standard guides to careful writing. Prerequisite: ENG 140 or equivalent.

**ENG 220 Survey of American Literature**

Introduces representative works of American literature, beginning with those of the Colonial and Revolutionary War periods, continuing through the eighteenth and nineteenth centuries, and concluding with works of the early Modernist period. 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 non-majors. (L) Prerequisite: ENG 140 or equivalent.

**ENG 233 Women Writers**

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

**ENG 242 Contemporary Short Fiction**

Focuses on short stories written since 1975 by key contemporary authors of short fiction. 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 non-majors. Prerequisite: ENG 140 or equivalent.

**ENG 249 Darkness Visible**

Focuses on the almost non-existent art of radio drama by offering a hands-on experience. In this course, students write, direct, produce, and star in their own weekly radio drama show on WPRK. Prerequisite: ENG 140 or equivalent.

### **ENG 259 Topics in Popular Culture**

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

### **ENG 264 Exploring the Fringe**

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

### **ENG 268 Writing Intensives**

Consists of seven intensive experiences in specific genres including memoir, short-short story, profile, sonnet, and writing about art. Each session introduces a particular type of writing and includes exercises for practice. Prerequisite: ENG 140 or equivalent.

### **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**

Introduces the fundamentals of journalistic writing, including identifying story ideas, following leads, interviewing, ensuring objectivity, and checking accuracy. Emphasizes all aspects of journalistic writing including "lead" writing; choosing strategies and structures; editing for length, clarity and grammar; editing for objectivity; and incorporating quotations and statistics. Also focuses on the historical and ethical traditions of print journalism and its distinct role in modern society. Students submit at least 50 percent of their written assignments to the Sandspur for possible publication. 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 290 Magical Realism**

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

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

### **ENG 295 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. 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: ENG140 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 American Literature I: Beginnings through 1865**

Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, in the context of history and culture. Includes traditional canonical works as well as works that expand the canon. Prerequisite: ENG 140 or equivalent.

### **ENG 304 American Literature II: 1865-1920**

Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, in the context of history and culture. Includes traditional canonical works as well as works that expand the canon. Prerequisite: ENG 140 or equivalent.

### **ENG 305 American Literature III: 1920 - Present**

Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, in the context of history and culture. Includes traditional canonical works as well as works that expand the canon. Prerequisite: ENG 140 or equivalent.

### **ENG 306 Selected Studies in World Literature**

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

### **ENG 307 American Literature IV: African American**

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. 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 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 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 and lesbian literature. Prerequisite: ENG 140 or equivalent.

**ENG 326 Southern Writers**

Focuses on selected Southern writers, including novelists, dramatists, and/or poets. Prerequisite: Junior/Senior standing. Prerequisite: ENG 140 or equivalent.

**ENG 327 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: Junior/Senior standing. Prerequisite: ENG 140 or equivalent.

**ENG 335 Critical Approaches to Literature**

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

**ENG 340 Poets on Poetry**

Offers a historical overview of poets' ideas on poetry, beginning with Aristotle and continuing through the present time, then examines the poetry and critical writings of selected poets. Prerequisite: ENG 140 or equivalent.

**ENG 360 Creative Nonfiction Workshop**

Focuses on the broad range of intellectual, rhetorical, and composition skills necessary to write creative nonfiction prose. Uses workshop approach for drafting, revising, and critiquing. Specific discourse forms vary, alternating among autobiography, travel writing, the personal essay, nature writing, and literary journalism. Refer to the online Schedule of Courses for topics currently being offered. Prerequisite: ENG 300.

**ENG 363 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. Prerequisite: ENG 140 or equivalent.

**ENG 364 College Grammar**

Examines the rules and conventions of modern English, drawing on insights gained from traditional, structural, and transformational grammars. This theory-of-language course is NOT remedial. Recommended for future teachers of English. 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 Schedule of Courses for topics currently being offered. 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 Ghandi, 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. Suitable for English Majors, English Minors, and Writing Minors.  
Prerequisite: ENG 140 or equivalent.

**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.

**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 376 American Romantic Rhetoric**

Examines the influence of American Romantic rhetoric on a wide array of contemporary texts including movies, documentaries, speeches, sermons, and memoirs. Texts include works by Emerson, Thoreau, and Whitman, as well as contemporary writers, including minorities who have questioned and revised assumptions that are implicit in such rhetoric. Prerequisite: ENG 300.

**ENG 379 Rhetorical Criticism**

Introduces theoretical tools useful for analyzing and critiquing arguments found in all areas of human discourse, including literature, politics, mass media, and daily life. Focuses on the variables that writers and speakers must consider when they seek to persuade. Prerequisite: ENG 300.

**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 350 (Rollins Writing Workshop) and language skills introduced in ENG 374 (Editing Essentials). Prerequisite: ENG 374.  
Recommended: ENG 350.

**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, and writing in the community. Suitable for non-majors. 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 441 Speculative Fiction**

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

**ENG 450 Genre Study**

Specific topics vary. Possibilities include the novel; the composite novel; poetic fixed forms; the sonnet sequence; period drama; closet drama; the epic; the romance; formula fiction; satire; other. Prerequisite: ENG 140 or equivalent.

**ENG 459 The Writer's Portfolio**

How do writers prepare for a life of professional and personal writing? How do they define themselves honestly while marketing their skills in the world of work? This course examines the issues for students serious about keeping writing in their lives. In planning for the final portfolio of the best pieces produced in college, students will learn how to define themselves as writers, how to frame their work for the public, how to balance the desire for voice with the need for professionalism. Revising the first piece intended for a professional portfolio, students will develop an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for Writing Minor. Prerequisite: junior/senior status.

**ENG 460 Study of a Major Author**

Focuses on the life and works of one major author (excluding Shakespeare). May include secondary sources as well as primary works (i.e. biographies, reviews, and critical/analytical essays by other writers.). 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 ("Creative Writing: Poetry" or "Creative Writing: Fiction"); or consent.

**ENG 470 Special Topic in Literary Studies**

Specific topics vary. Possibilities include study in a literature other than British or American (i.e., Caribbean literature, Anglo-Indian literature, Australian literature, African literature); a thematic study (i.e., the novel of memory, the law in literature, literary monsters); a multi-national comparative study (i.e., literary naturalism in France, England, and America). May be repeated, under different topic, for credit. Prerequisite: ENG 140 or equivalent.

**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 495 Senior Capstone: Research, Writing and Presentation**

Requires that each student submit, for initial review and discussion, a portfolio consisting of at least three (3) self-selected critical/analytical papers written during the course of the baccalaureate program AT ROLLINS. Students should bring this portfolio of papers with them to the first class meeting. Requirements for work done during the Capstone Course include literary research, an MLA paper, and an oral presentation related to the topic chosen by the student for literary research and writing. Must be taken in final semester (Intent to Graduate must already be on file). Class size is limited to twelve (12) students. Prerequisite: approval.

### **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. So far as we know, our planet Earth is the only place in the universe where life occurs, and we are a part of that life. Whatever our individual callings, we would be wise to know a little about that nature of our planet, and life it supports. The subject called Biology deals with these matters. It is science, and as such it deals with testable observations about the "real world". This is really "biology revisited". You have been studying life since you can first remember. Our subject is the same familiar world you have already thought a lot about. Hopefully, this course will help you organize your thoughts to deeper levels of understanding, letting you observe life from different perspectives.

### **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 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: Jr/Sr status. ENV 120 and ENV 220 or consent.

**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 problem of alienation--separation of humans from nature--in American cities. Traces efforts of writers and design professionals beginning with Henry David Thoreau and Frederick Law Olmsted to harmonize urban and natural worlds.

### **ENV 292 Political Economy of Environmental Issues**

Traces the transformation of organic society into a market society and the resulting commodification of nature.

### **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.

### **ENV 320 Aquatic Biology: Freshwater**

Develops an awareness of the complex nature of the aquatic environment and the diversity of life in this medium. It starts with an exploration of the physical and chemical factors operating in the aquatic environment; then the most important groups of plants and animals are studied. Finally the individual groups are put together as populations and communities and the applied side of

biology is examined through a short study of water-pollution biology. With laboratory and field trip.

**ENV 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 353 National Parks and Protected Areas**

Discusses uses of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of our heritage. Looks most closely at national park systems of the United States, Great Britain, France, and Costa Rica, which approach the management of parks from different socioeconomic positions, protecting resources for different reasons.

**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 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 386 Environmental Law**

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

**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. Formerly ES 391 Principles and Practices of Urban Planning.

**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 202 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.

**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 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.

**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. During the in-class sessions 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**

An examination of the causes, development, and consequences of World War II. The course will begin with a discussion of the political and diplomatic background to the war. It will then explore the military, social, and political aspects of the war and will conclude with an examination of the main consequences of the war. Major topics to be covered will also include the emergence of Nazism, the American entry into the war, and the decision to drop the atomic bomb on Hiroshima.

**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, as well as 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 344/345 American Constitutional History: 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 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: A Study in Tyranny**

The course will examine the life, the career, and the myth of Hitler. It will focus on the man himself and the Nazi movement. His role in the rise of the movement will be explored and will include a general discussion of the Nazi philosophy. The course will end with a discussion of Hitler's foreign policy and his role in World War II.

**HIS 365 Topics in History**

Probes a 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 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 the 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 Wilhelmine era, the Third Reich, and conditions in the two Germanies 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, non-print, 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 303 Humanities: Ancient**

Western Civilization has its inception in the ancient world. We will study the art, architecture, philosophy and literature of classical Greece, seeing how they differed and developed from previous cultures, how they were transformed in Roman civilization, and what impact they have made on the modern world.

**HUM 304 Humanities: Medieval and Renaissance**

The close of ancient Roman civilization corresponds to the rise of Christian culture in Western Europe. This time, which we call the beginning of the Middle Ages, saw the Christian Church, with its changing theological positions, become the sole arbiter of style, techniques, and subject in the arts and literature. This aesthetic dynasty began to diminish in the late Middle Ages until classicism and humanism re-emerged in the Western civilization during the Italian Renaissance. In this course students will investigate the development of Medieval theology and Renaissance humanism to determine how this changing relationship between mankind and its god influenced Western creativity.

### **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, and 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. (1 semester hour. CR/NC.)

### **IFT 107 Using PowerPoint and Computer Graphics for Presentations**

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 & 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 Home Pages for the World Wide Web**

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. IFT 112 or consent.

### **IFT 114 Using Microsoft Word for Publication Design and Layout**

Students will learn to use the features of Microsoft Word to design newsletters, resumes, and other publications that require unique formatting. Assumes basic knowledge of Windows and Word. Final project. (1 semester hour. CR/NC)

### **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) IT assistants only.

### **IFT 300 Introduction to Video Editing**

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.

### **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, and dynamics and institutions; 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 & Negotiation**

This course explores the evolution of diplomacy as an institution and as an art. Students explore the origin, development, comparison of old and new diplomacy, its functions, types, value, its relationship to power, ideology and culture, and the qualities and criticisms of diplomats. The definitions, prerequisites, and elements of negotiation process as well as the factors that impede negotiation also will be examined. This is a quasi-seminar course, beginning with lectures to lay the ground work and then becoming a seminar course that incorporates student presentations on topics of interest. Previously offered as POL 315 Topics. Prerequisite: INAF 200 recommended.

### **INAF 340 U.S. Foreign Policy Strategy in the Middle East**

Explores 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, South and Southeast Asia. Both the relationships among the nations of Asia, as well as 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 384 East Asian Politics**

Compares the political systems of China, Vietnam, Japan, and the Koreans. 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, and political culture of South Asia, including India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan. Topics include: ancient civilization; the traditions of spiritualism, tolerance of ambiguity, and ideological flexibility in contrast to Western thinking; Mahatma Gandhi's message of non-violence and public aspect of 'dharma' and 'atma'; caste system and its challenge to national integration; and the role/exploitation of religion in the politics of South Asian countries. Not available to students who completed POL 386.

### **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.

### **INT 340 Great Trials of the Century**

A study of the cases that made headlines and influenced our lives in the twentieth century, including 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 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 or politics or history, or consent.

### **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 2.0 semester hours of credit per term.

### **INT 400 Death & 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 which 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 socio-political 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 students 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 10 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 8 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; the 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 vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

**MAT 240 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: mathematical 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. (1 semester hour. CR/NC) Appropriate for beginners. \$250 fee.

**MUA 200A Rollins College Choir**

Emphasizes the performance of high-quality literature for large choral ensembles. \$35 materials fee.

**MUA 200B Rollins Singers**

Concentrates on contemporary, popular, and musical theater pieces for several small music ensembles. Prerequisite: audition. Corequisite: MUA 200.01.

**MUA 200C Chamber Singers**

Focuses on chamber music and madrigals for the most selective choral ensemble. Prerequisite: audition. Corequisite: MUA 200.01.

**MUA 200D Women's Ensemble**

Spans a wide variety of styles, especially composers who specialize in this arrangement. Prerequisite: audition. Corequisite: MUA 200.01.

**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: choral ensemble.

**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**

Acquires skill in singing at sight using fixed "do". Develops facility for looking at a musical score and being able to hear it without singing or playing it out loud. Students will work on

rhythmic exercises to grasp the complexity of the notations as patterns, which leads to understanding patterns in phrase-length structures.

**MUA 200Q Orchestra**

Delves into the study and performance of orchestral music. Prerequisite: audition.

**MUA 200R Indian Music**

A short course in the basic elements of Indian music practice (Hindustani type).

**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. \$350 fee.

**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 credit/no credit. Appropriate for those continuing studies. \$350 fee.

**MUA 301 Applied Music for the Music Major/Minor**

Involves twelve 45-minute lessons in any applied area. 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. \$350 fee. Prerequisite: audition.

**MUA 401 Applied Music for the Music Major/Minor**

Involves twelve 45-minute lessons in any applied area. 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. \$350 fee. Prerequisite: audition.

**MUS 120 Musical Awareness**

Presents aspects of Western European art music, folk, jazz, rock, and non-Western music. Emphases will vary according to the professor teaching the course. Suitable for non-majors.

**MUS 123 Singing Diction**

Applies International Phonetic Alphabet to languages sung on the lyric stage: English, Italian, Latin, Spanish, French, and German. Examines vowel and consonant formation and problems of intelligibility in different pitch ranges.

**MUS 140 Introduction to Music Theory**

Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for non-majors. May not count toward the major in music.

**MUS 151 Theory 1 (Harmony)**

Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Lab required. Pre-test.

**MUS 152 Theory 2 (Harmony)**

Explores perceiving and writing music through simple exercises in traditional harmony and voice leading. Studies historical examples. Lab required. 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. \$20 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. \$20 fee.

**MUS 208 Introduction to MIDI**

Introduces musical uses of computers and synthesizers. Teaches sequencing and editing in song writing and music making. Prerequisite: MUS 152 or consent.

**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 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, and provides basic percussion instruction on a variety of instruments.

**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 sixth chords, ninth, eleventh, thirteenth 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. E-mail account and internet familiarity are required. Prerequisite: basic computing skills.

**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: Music major and sophomore 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: Music major or consent.

**MUS 320 Writing About Music**

Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

**MUS 325 Literature as Opera**

Traces inspiration of specific operas--original novels and plays, as well as librettos derived from them. Follows transformations of the written word to the lyric stage. Does not require a reading knowledge of music.

**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 majors or minors.

**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 majors or minors.

**MUS 342 Methods: String**

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 majors or minors.

**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 majors or minors.

**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 From Sinai to Symphony: Survey of Jews and Music**

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 and Jewish Studies 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.

**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. MUS 390 or 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 an 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: 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. 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. Formerly 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 Exercise/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 the 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 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 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 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 which underlie it. This course must be taken as 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 PHI or REL course.

**PSY 101 Introduction to Psychology**

Provides students with a broad introduction to the field of psychology including: the biological basis of behavior, sensation and perception, learning, memory, cognition, human development, intelligence, personality, and psychological disorders, as well as the psychology of the world of work.

**PSY 211 Social Psychology**

Presents a broad account of how 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.

**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.

**PSY 254 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.

**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.

**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 and 304.

**PSY 302 Marriage and Family Therapy**

A survey of the conceptual models and their relevance to the understanding and treatment of child, parent-child, marital, and family psychology. Social and cultural influences on the family will also be discussed. Students will have the opportunity to use autobiographical data to better understand themselves and their families. Previously offered as topic. 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.

### **PSY 304 Statistics and Decision Making**

Introduction to statistics for the social sciences. Major emphasis is on statistical inference and decision-making for research using Excel for calculations. Topics covered include measures of central tendency, measures of dispersion, hypothesis testing, regression, and correlation. Formerly PSY 304G Statistics for Behavioral Sciences. May not be repeated for credit.  
Prerequisite: High school algebra or equivalent.

### **PSY 305 Sports Psychology**

This course examines psychological theories and techniques used by sport psychologists to enhance athletic performance. We will explore the integration of psychological skills into practice routines, pre-game preparation, and during competition. Other topics include historical and current issues related to sport psychology as a speciality field and clinical issues related to sport such as pressures placed upon elite junior athlete, burnout, psychological impact of injury, and career termination. Previously offered as topic. Prerequisite: PSY 101.

### **PSY 306 Tests and Measurements**

Explores the theory of test construction and validation. Topics covered include intelligence testing, personality assessment, performance appraisal, skills tests, structured interviews, surveys, and other data gathering instruments. Prerequisite: PSY 101 and INT 221 or PSY 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.

### **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.

### **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.

### **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.

**PSY 315 Topics in Psychology**

Explores varied topics, such as neuropsychology or industrial psychology. May be repeated for credit.

**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.

**PSY 317 Group Dynamics**

Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. Prerequisite: PSY 101.

**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.

**PSY 322 Cognitive Psychology**

An investigation of human cognitive functioning. Topics covered include: information processing models, sensation and perception, pattern recognition, attention, memory, language, thinking and intelligence, problem-solving, and creativity. Formerly PSY 400. Prerequisite: PSY 101.

**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.

**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 I/O psychology to aid individuals who work with others to solve human performance problems in the work environment are studied.

**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.

**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 335 or consent.

### **PSY 407 Organization Development**

The purpose of this course is to provide the student with opportunities to learn the history, theories, models, research and strategies for change in the development of organizations. Prerequisite: PSY 101 and senior status.

### **PSY 410 Human Factors Psychology**

Focuses on designing working environments that optimize human abilities while minimizing the chance of error. Includes topics such as the design of airplane cockpits, telecommunications systems, software psychology, robotics, human factors in the space program, and safety factors in nuclear power plant design. The course will also consider human factors in the design of consumer products. Prerequisite: PSY 101.

### **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.

### **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 & 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 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 both 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 REL or WMS course.

**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 & Contemporary Jewish Thought**

Treats major Jewish thinkers and ideas from Enlightenment to the present; personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. Prerequisite: One REL or PHI course or consent.

**REL 351 Studies in Religion**

Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. Prerequisite: one REL course.

**REL 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. Prerequisite: One REL course.

**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 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 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, and optional language laboratory. Not for native speakers or advanced students.

**SPN 102 Elementary Spanish II**

Grammar, readings, cultural material, intensive oral practice, and optional language laboratory. Prerequisite: SPN 102 requires SPN 101 or equivalent. SPN 101 is not for native speakers or advanced students.

**SPN 201 Intermediate Spanish I**

Reading, writing, speaking, and 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, and articles.

Emphasis will be on developing reading and interpretive skills, improving comprehension, and increasing vocabulary. Formerly SPN 203. Prerequisite: SPN 101 and 102.

**THE 100 Introduction to the Theater**

Surveys the history of theater art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

**THE 204 Villains of the Silver Screen**

In-depth study of villainy in the cinema analyzing motivation, process and consequences, expected and unexpected. Examines the history of villainy in the film industry. Evil doers of both sexes will be discussed and compared, along with the psychological motivation that detoured them from the “John Wayne” path of life. Explores the sociological and pathological factors that create evil. Formerly THE 201.

**THE 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.

**THE 303 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.

**THE 306 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.

**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.

## **Officers of the College**

Francis H. (Frank) Barker  
*Chairman of the Board*

Barbara Lawrence Alford  
*Vice Chairman of the Board*

Lewis Duncan  
*President*

Patricia A. Lancaster  
*Vice President for Academic Affairs and Provost*

Cynthia R. Wood  
*Vice President for Institutional Advancement*

George H. Herbst  
*Vice President for Business and Finance and Treasurer*

Richard F. Trismen  
*Secretary*

## **ADMINISTRATION**

Robert Smither  
*Dean of the Hamilton Holt School*

### **Administrative Directors**

Linda Carpenter  
*Director of Marketing and Communications*

Joanne Hanley  
*Director of Alumni Relations and Development*

Connie Holt  
*Director of Student Services*

Udeth Lugo  
*Director of Strategic Planning  
and Associate Dean for Special Programs*

Sharon Lusk  
*Assistant Dean for Academic Administration*

### **Advising Staff**

Katherine Bailey  
*Program Adviser*

Marian Cacciatore  
*Career Counselor*

Teresa Cole  
*Program Adviser*

Matt Sayti  
*Program Adviser*

### **Associates**

Jeff Janelle  
*Marketing and Communications Assistant*

Coleen Palmer  
*Coordinator of Records and Registration  
Graduate Programs in Education and Counseling*

Laura Pfister  
*Coordinator of Records and Registration*  
*Graduate Program in Corporate Communication and Technology*

Carol Rojas  
*Administrative Assistant*

Colleen Smith  
*Secretary/Receptionist*

Peggy Smith  
*Executive Assistant to Alumni Relations and Development*

Claire Thiebault  
*Coordinator of Records and Registration*  
*Graduate Programs in Human Resources and Liberal Studies*

Francis Zimmerman  
*Financial Assistant*

## FACULTY

*Dates indicate (1) first appointment at Rollins and (2) year of receiving present rank.*

### **Sharon Agee**

Associate Director of Academic Internships and Visiting Instructor of Accounting (2000;2000); B.B.A., M.B.A., University of Central Florida. Certified Public Accountant.

### **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.

### **Mark S. Anderson**

Associate Professor of Mathematics (1988;1994); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

### **Charles Archard**

Artist-in-Residence, Jazz (1998;1998); B.M.E., M.M.E., Morehead State University.

### **Benjamin Balak**

Assistant Professor of Economics (2002;2002); 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**

Assistant Professor of Foreign Languages (2003;2003); B.A., Boston College; M.A., Ph.D. (candidate), University of California-Los Angeles. Specializations: Hispanic languages and literature including twentieth-century Latin American literature, peninsular drama and poetry, and golden age literature.

### **Pedro J. Bernal**

Associate Professor of Chemistry (1986;1992); 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.

**Arthur R. Blumenthal**

Director, Cornell Fine Arts Museum and Associate Professor of Art History (1988;1988); B.S., Kent State University; M.A., Ph.D., New York University. Specializations: Italian Renaissance art, art and theater during the Renaissance and Baroque.

**Alexander P. Boguslawski**

Professor of Russian (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, nineteenth- and twentieth-century Russian literature, and problems of translation.

**William C. Boles**

Associate Professor of English (1995;2001); 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**

Assistant Professor of Political Science (2003;2003); B.A., Miami University (Ohio); M.A., Ph.D. (candidate), 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;1990); 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;2001); 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.

**Theresa Bridges**

Lecturer, Communication (2002;2002); B.A., Virginia Tech; M.A., Norfolk State University; Ph.D. (candidate), University of Oklahoma.

**John P. Burris**

Visiting Assistant Professor, Philosophy and Religion (2002;2003); M.A., Syracuse University; B.A., Ph.D., University of California. Specializations: comparative religion, religion in America, religion and culture, and Asian religions.

**Sean Butler**

Visiting Assistant Professor of English (2000;2001); B.A., Washington and Lee University; M.A., The College of William and Mary; Ph.D., University of North Carolina. Specializations: twentieth-century rhetorical theory, general emphasis on language acquisition theory, and nineteenth-century American and British literature and rhetoric.

**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.

**Carolyn Carpan**

Assistant Professor and Reference Librarian, Olin Library (2000;2000); B.A., University of King's College and Dalhousie University; M.W.S., Memorial University of Newfoundland; M.L.I.S., Dalhousie University. Specializations: library instruction, young adult literature, and women's studies.

**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.

**Barbara Harrell Carson**

Theodore Bruce and Barbara Lawrence Alford Professor of English (1979;1988); B.A., Florida State University; M.A., Ph.D., Johns Hopkins University. Specializations: American literature, American fiction, and women in American literature.

**Robert G. Carson**

Professor of Physics and Coordinator, Pre-Engineering Program (1972;1983); B.S., Florida State University; Ph.D., Johns Hopkins University. Specializations: mechanics, electromagnetic theory, and educational applications of computers.

**Roger N. Casey**

Dean of the Faculty 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.

**Julian C. Chambliss**

Assistant Professor of History (2003;2003); B.S., Jacksonville University; M.A., Ph.D. (candidate), University of Florida. Specializations: U.S. urban history, race and ethnicity, African-American history, gender, popular culture, and urban politics.

**David A. Charles**

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