

Registration Instructions
Campus Map
Building Key
General Information
Financial Aid
Student Consumer Information
Tuition Deferment Form

Current student Check-in for Fall 2011 opens on June 13.

All students are required to verify their personal information prior to registering each term. This is also how you get your specific time to register. To access the Hamilton Holt Check-In, log into FoxLink and select the Holt Student tab. You may check-in once you have activated your account. You will automatically receive your registration time on the screen and by email (your Rollins Account). You will not be able to register until this process is complete.

Please see the individual calendars for registration periods and term start dates.

- Counseling**
- Education**
- Human Resources**
- Liberal Studies**
- Planning in Civic Urbanism**

Start/End Dates:  
Please see the individual calendar

## Holidays

May 28 Memorial Day  
July 4 Independence Day

## Grades Due

August 12 at 9am

**Summer Graduation Date**

August 31, 2011



# Registration Instructions

## MA Schedule of Classes

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The Hamilton Holt School conducts all student registrations online using FoxLink. Registration is restricted to students in good academic and financial standing who have attended at least one of the previous three semesters. Students who do not have access to the internet from home or work may use the computing labs, located in the Olin Library, during normal hours of operation. There is also a student computing station located in the Holt School office.

The Student Help Desk (407-646-2655) is available during regular office hours should students encounter technical problems. Students should follow the procedures described below to report error messages received while attempting online registration.

- |                                 |  |   |
|---------------------------------|--|---|
| <a href="#">Getting Started</a> | <a href="#">Enter Registrations</a>    | <a href="#">Payment Submission</a>              |
| <a href="#">Log In</a>          | <a href="#">Complete Registrations</a> | <a href="#">Wait list</a>                       |
| <a href="#">Select Term</a>     | <a href="#">Logging Out</a>            | <a href="#">Elective Options for Non-Majors</a> |

### Getting Started

Select Courses from the Schedule of Courses and write down the CRN (5-digit number).

- Students will be prohibited from registering for more than the specified limit without prior approval. Graduate students should contact the appropriate coordinator for instructions.
- Absolutely no scheduling overlaps in meeting times or dates are permitted. This is non-negotiable.
- You may not register by web for courses offered in other Rollins Programs. Refer to the Graduate Studies catalog for policies and procedures.
- You will be prohibited from participating in online registration if you have an outstanding debt to the institution. Contact the College Bursar's Office at 407-646-2252.
- Students are forewarned to review prerequisite requirements reflected in the Schedule of Courses and in the course descriptions.
- The starting and ending dates of courses are not reliable in FoxLink schedule views. This is because intensive courses are built into parts of term for refund and grading purposes. These parts of term dates are not to be confused with the actual course meeting dates that are reflected in the online Schedule of Courses.

### Log In

- From the Rollins Web home page, select FoxLink from the drop-down box under "Campus Logins."
- Enter Username (your FoxID) and Password (PIN).
- Click on *Holt Student* tab at top of form.
- The screen will then divide into three sections. Look at the middle section titled *Course Registration*; then select Hamilton Holt Check-in link and follow the instructions. When the Check-in form is complete, you will receive a registration time period on the screen and by email.

NOTE: All Hamilton Holt School students must now complete Check-in prior to registration.

- Once Check-in is complete, select the *Holt Student* tab again, then the *Registration* link.

### Select Term

- Select the appropriate term link from the drop-down menu. (Example: Spring 2011 A&S/Holt.)
- Click on the Submit Term button.
- Click on Add/drop Classes link.

### Enter Course Registrations

- Using the scroll bar to the right of the screen, scroll to the Add Class form at the bottom of the page. Enter the CRNs (the five digit number for each course) of your course selections and click on the Submit Changes button.
- A schedule will automatically come up indicating that you have either successfully registered for your courses or that registration errors/holds prohibit registration. (If you receive error messages, refer to Section I of these instructions.)

Note: The Holt School uses a wait-list system. If a course is filled, you are not automatically wait-listed. You must select Wait-List from the drop-down menu and submit again. Your selection will be shown again confirming that you are wait-listed. For more information, see Process to be Wait-Listed for a course.

- Clicking on the Reset button at the bottom will clear any changes you may have made as long as you have not already clicked on the Submit Changes button. You may also use the drop-down box in the action column to delete courses you may have entered in error.
- Once you have completed the registration process, scroll down to the bottom of the page and select the Registration Fee Assessment link. You will be shown the amount of tuition due. This amount does not consider any financial aid award.

### Complete Registration

Select the Registration Fee Assessment link located either at the bottom of the registration page or from the Registration menu. Review the charges to your student account to ensure accuracy. This is a required step to finalize your electronic registration. This amount does not consider any financial aid award.

### Logging Out

Once registration is complete, be certain to click on the Logout icon located in the top left corner of the screen. If you do not log out, anyone who uses the computer after you could view and/or access sensitive information in your records

### Submission of Payment

Tuition rates vary for each graduate program. Follow this link for [current tuition rates](#).

Full tuition payment for all students is due by 5:00 p.m. on July 29, 2011. No exceptions will be considered or negotiated. We recommend that you not mail your payment since there is no guarantee that it will reach us prior to the payment deadline.

Students are held personally and financially responsible for the course enrollments, tuition, and fees they initiate through the registration process. We expect full and timely payment for all registrations. Students who cannot pay full tuition through one or a combination of acceptable methods of payment on or before the January 10 deadline must withdraw in writing prior to the deadline in order to avoid additional financial penalties. Late payment penalties include an initial fee of \$75, and \$75 per month until the end of the term or the balance is paid in full. This will be applied to all payments received after the January 10 deadline.

The Holt School does not automatically withdraw students for unpaid balances, but reserves the right to do so if such students are registered for courses that have waiting lists. In this case, the student will be withdrawn after the payment deadline, notified of the withdrawal in writing, and receive a full relevant tuition credit. Late payment fees will remain on the student account to cover incurred administrative time and costs.

- **Holt School Payment Plan:** The Holt School now offers a convenient, low cost payment plan for students.
- **Payment by Cash/Check/Credit Card:** The Holt School will not release account or payment information over the telephone. Authorized payers may access FoxLink through the Rollins Home Page at [www.rollins.edu](http://www.rollins.edu). Select FoxLink from the drop-down box options under Campus Logins.
  - Log into FoxLink, select the *Holt Student* tab, then select *Holt Bill and Payment Options* from the second column.
  - Select User Preferences to update e-mail addresses and notification preferences. A secondary e-mail address can be entered for notification when monthly statements are available. Under this option, you may also choose to receive an e-mail confirmation or notification when an authorized payer makes a payment.
  - Select Payment Profiles to enter credit card and banking information for electronic check payments. These profiles will be stored so that you will not need to enter this information each time you make a payment.
  - Select Authorized Payers to create an account for parents, grandparents, or anyone who will be responsible for paying on your account. You will need to communicate user Login Name and Password to the individual in order for that person to access your account online through the Authorized Payers link. The Authorized Payers link will be available at [www.Rollins.edu](http://www.Rollins.edu).
  - Select View Accounts to review your monthly statement. You will be able to obtain this statement in printable format by clicking on the PDF option at the top left corner of the statement. You will also be able to view past statements via this option.
  - Select Make Payment to submit an online payment to your account.
  - Select Payment History to review payments made to your account via the online payment site.
  - Select Contact Us in the top right-hand corner or call 407-646-2252 (Bursar's Office) if you need assistance.
  - Log off is located in the top right-hand corner. Your FoxLink session will remain active while you are in the QuikPay site and will reappear on your screen when you log off QuikPay.
- **Payment by Financial Aid:** Financial aid recipients who have received the Rollins award letters may defer all or part of their payment (depending on the award) until the aid becomes available. Deferment of tuition for financial aid applicants is an extension of the payment due date. It is NOT a guarantee of eligibility for financial aid. Students are ultimately responsible for the full cost of tuition and fees. The amount of financial aid that is reflected on the student account on the date of registration is what the Holt School will consider when reviewing payments. Students have the responsibility to determine and pay any remaining balance prior to the payment deadline in order to avoid additional late payment fees. Students who anticipate financial aid and subsequently learn that aid has been reduced, denied, or withdrawn must either pay the full tuition balance or complete a written request to be withdrawn without financial penalty by the end of the first week of classes in order to avoid being held financially responsible for their classes and late payment fees. The Holt School is not involved or aware of decisions regarding the status of student aid and does not automatically withdraw. The student has responsibility for this. There is important Information About Making Schedule Changes for Florida Bright Futures Recipients.

- **Payment by Corporate Sponsors:** Some employers have a billing agreement with the Rollins College Office of the Bursar. Students attending under one of these agreements must have a signed, authorized form on file in the Bursar's Office at the time of registration in order to defer tuition payment. If the original form is not on record at the time of registration, the student may register by paying 25% of tuition due plus fees.
- **Tuition Discounts:** Alumni with Bachelor's or Master's Degrees, and current adjunct faculty in academic programs are eligible for a 20% tuition discount on undergraduate course tuition. Alumni with a MA in Counseling from Rollins College are also eligible for a 20% tuition discount on graduate counseling course tuition. Proof of employment or graduation may be required in some instances.

### Process to be Wait-Listed for a closed course

Should you receive a message that a course is closed, you may add your name to the waiting list by clicking on the drop-down box in the Action column and selecting Wait-Listed. Be certain to save this action by hitting the Submit button. You will be notified if a space becomes available in the course. Graduate and undergraduate programs in the Holt School administratively maintain separate waiting lists through the first week of classes. Instructor overrides are not accepted, so please do not contact the professor. Students are prohibited from attending courses without official registration.

Please note that even though you are not officially registered for wait-listed courses, they will appear on all FoxLink schedule viewing forms. Most forms reflect a status of WL (wait-listed) instead of RE (registered). The WL status is not reflected on the schedule option viewed by day and time. Please note the inclusion of wait-listed courses when using this schedule view option.

### Elective Course Options for Non-Majors

A non-matriculated student who holds a baccalaureate degree from a regionally accredited college or university may enroll, as space permits, in intensive elective courses offered during the spring and summer terms (1.5 semester hours each).

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

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

### Seniors in Rollins Undergraduate Programs

Each term, as space permits, undergraduates of Rollins College who have advanced to senior standing and achieved a cumulative grade point average (GPA) of 3.0 or better may enroll in up to three intensive elective courses in the program, as long as they maintain a GPA of "B" or better in the courses. (Spring 2011 elective options listed above.) Interested students should contact their undergraduate program adviser.

MPCU courses taken by undergraduate students to fulfill requirements for a baccalaureate degree cannot be counted toward the Master of Planning in Civic Urbanism.

Undergraduate students in the Hamilton Holt School must pay graduate tuition and fees when they enroll in MPCU courses.

### Schedule Changes

Rollins College reserves the right to change or cancel course offerings, as necessary. A reasonable effort will be made to inform students of such changes. Students are advised to routinely check the schedule web site and Rollins e-mail for updates. There will be no financial penalty to students enrolled in courses that are canceled.

*These condensed instructions are not intended to be an exhaustive representation of institutional or program policies and procedures. Additional information is contained in the current Rollins College Hamilton Holt School catalogs. [Catalogs](#) are available on the Holt School website.*

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# General Information

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Rollins College holds a distinctive place in higher education. From its founding in 1885, the College has grown from a small liberal arts undergraduate institution to a comprehensive college with more than 3,000 students. The College has master's degree programs in liberal studies, business, education, human resources and counseling. Rollins also has a traditional, residential undergraduate program of about 1,400 full-time students and unique evening bachelor's degree programs at the Hamilton Holt School in Winter Park. The faculty are dedicated to rigorous education in a responsive environment, interdisciplinary programs, scholarship, and creative endeavor. Ninety-two percent of Rollins professors have earned the Ph.D. or highest degree in their field. Rollins has been consistently listed by U.S. News and World Report as among "America's Best Colleges."

- [Admission](#)[Parking](#)
- [Advising](#)[Office Hours](#)
- [Olin Library](#)[FoxLink](#)
- [Textbooks](#)[Payment](#)

## Admission

All new students must submit an application for admission and pay a non-refundable application fee prior to registration.

## Advising

General information is available at the Graduate Studies office in the Hamilton Holt School. Students may make an appointment with an academic adviser by calling (407) 646-2232. Students may make an appointment with their graduate program director by contacting the appropriate program coordinator.

For information on financial aid, students should contact the [Financial Aid Office](#) at (407) 646-2395.

For Veteran's Affairs, students should contact [Terrie Cole](#) at (407) 646-2232.

## Olin Library

The 54,000 square-foot [Olin Library](#), a \$4.7 million gift of the Olin Foundation, was dedicated in 1985. Located near the shore of Lake Virginia, Olin Library houses volumes of books and government documents, special collections, Archives, computerized services, Internet-accessible SIRSI, circulation and interlibrary loan capabilities, and numerous databases provide library users online access to thousands of publications on various subjects. The professional staff is available for individual bibliographic appointments and formal instruction in library research methods. Also available to students, the 11,000 square-foot Olin Electronic Research Information Center within the Olin Library, which is a \$2.7 million gift of the Olin Foundation dedicated in 1998.

Library hours during the traditional academic year are: Monday - Thursday, 8 a.m. to 12 p.m.; Friday, 8 a.m. to 5 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; Sunday, noon to midnight. Hours are extended during exam weeks and shortened during holidays, spring break, and the summer. Pick up a detailed schedule at the library or call library circulation services at (407) 646-2521. And, the Olin Instructional Lab and Multimedia Center are open the same hours as the Olin Library. However, the 24-hour Late Night Study Area remains open after the library closes (from noon on Sunday until 5:00 p.m. on Friday; and from 9:00 a.m. to 5:00 p.m. on Saturday). For further information and the holiday schedule, contact the Department of Information Technology at (407) 628-2655.

## Textbooks

Textbooks will be available in the [Rollins College Rice Family Bookstore](#) (407) 646-2133, located on Holt Avenue next to Carnegie Hall.

## Parking and the SunTrust Garage

In order to use the College parking lots and the Rollins College SunTrust parking garage, students must have a valid parking decal for each cars. These decals are available at the Rollins College [Campus Security Department](#), located on

the first floor of the Facilities Management Building.

The SunTrust parking garage is located between Lyman and Comstock Avenues--entrance located on East Lyman Avenue. Decals are required to use the garage. Students may park on the upper levels and in any space that is not reserved or designated for tenants.

**Hamilton Holt Office Hours**

8:30 a.m. - 6:30 p.m., Monday - Thursday  
8:30 a.m. - 5:00 p.m., Friday

**FoxLink**

FoxLink is an online student resource software where students register for classes, view their financial aid requirements, view their term schedules, and connect with classmates and instructors. Access your account from anywhere by selecting FoxLink from the list of campus logins on the R-Net page. Once you login, select the "Holt Student" tab and view your academic information. Access FoxLink using your FoxID. Please contact the Student Help Desk if you encounter any difficulties (407-646-2655).

**Payment**

Payments by check can be sent to:

Rollins College  
P.O. Box 550748  
Tampa, FL 33655-0748

Tuition payments may also be charged to your credit card via our online process. Rollins accepts only MasterCard, Discover and American Express. When payment is made by credit card, students will be charged a user fee. Students may make a payment via FoxLink or via the Online Billing and Payment System.

Electronic checks are also accepted. Your financial institution routing number and account number will be needed. There is no fee applied when using electronic check. Electronic checks are processed using the Online Billing and Payment System. Be sure to select "e-check" from the drop down menu.


Cash payments should be taken directly to the Campus Bursar (Cashier) on the second floor of the Warren Administration Building. Cash tuition payments will NOT be accepted at the Holt School Office.

**Grades**

Grades are due in the Hamilton Holt School five days after the course ends. Students can access their grades via their Campus Foxlink account. Official report cards are no longer mailed to students at the end of each term. In accordance with the Family Educational Rights and Privacy Act as well as College policy, grades will not be given over the phone.



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R-NET

Campus Logins:

Google™ Custom Search

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COMMUNITY

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# Rollins College

## Graduate Studies in Counseling

Schedule  
update on:  
8/22/2011  
11:20:49 AM

### Summer 2011 Schedule of Classes

**Holt School Registration Check-in will open for all students March 15.**  
Each student must verify (and update if needed) their contact information to receive a registration time period. **You will not be able to register if you do not complete this process..** Check-in starts prior to registration and applies only to current Holt School students.

To check in, Log into FoxLink and go to the Holt Student tab and select the *Hamilton Holt Registration Check-in* link.

[Calendar](#)      [Course Descriptions](#)      [Registration Instructions](#)      [Syllabi](#)      [Rice Family Bookstore](#)

M = Monday    T = Tuesday    W = Wednesday    R = Thursday    F = Friday    S = Saturday    U = Sunday

Term: to								
Status	Course	Course Title	Hours	Time	Location	Days	Instructor	Pre- Reqs/Comments
Filled	60004 CPY 535 1	Career & Lifestyle Development	3	04:00p-06:30p	CSS 229	W	Alicia Homrich	This class extends to 7:30 p.m. on 5 nights (TBA).
Open	60005 CPY 535 2	Career & Lifestyle Development	3	06:45p-09:15p	CSS 229	W	Alicia Homrich	This class will begin at 5:30 p.m. on 5 nights (TBA).
Filled	60001 CPY 540 1	Theory & Prac Group Coun	3	03:30p-06:30p	CSS 229	T	Alicia Homrich	
Filled	60002 CPY 540 2	Theory & Prac Group Coun	3	06:45p-09:45p 06:45p 09:45p	CSS 226	T T	Derrick Paladino	
Filled	60003 CPY 540 3	Theory & Prac Group Coun	3	03:30p-06:30p	CSS 231	W	Derrick Paladino	
Filled	60006 CPY 545 1	Legal, Profess, Ethical Issues	3	04:00p-06:30p 04:00p 06:30p	CSS 226	W W	Samuel Sanabria	
Filled	60007 CPY 545 2	Legal, Profess, Ethical Issues	3	06:45p-09:15p 06:45p 09:15p	CSS 226	W W	Samuel Sanabria	
Open	60013 CPY 559 1	Prof Sem Family Relation Thera	1	-			Alicia Homrich	Class will meet in the Curriculum Library from 5:00-8:00 p.m. on the following dates: May 16, June 6, and July 11.
Filled	60008 CPY 560 1	Comm Cnslng & Crisis Intrvntn	3	04:00p-06:30p 04:00p 06:30p	CSS 226	R R	Burt Bertram	
Open	60009 CPY 560 2	Comm Cnslng & Crisis Intrvntn	3	06:45p-09:15p	CSS 226	R	Burt Bertram	
Canceled	60012 CPY 562 1	Cnslg Children & Adolescents	3	-				
Open	60010 CPY 603 1	Addictive Disorders	3	04:00p-06:30p 04:00p 06:30p	CSS 226	T T	Samuel Sanabria	
Filled	60011 CPY 603 2	Addictive Disorders	3	06:45p-09:15p	CSS 229	T	Anthony Schefstad	
Open	60014 PSY 660 1	Fld Exp in Cnslg & Soc Jus Adv	1	-			Derrick Paladino	
Open	60015 PSY 660 2	Fld Exp in Cnslg & Soc Jus Adv	1	-			Alicia Homrich	
Open	60016 PSY 660 3	Fld Exp in Cnslg & Soc Jus Adv	1	-			Kathryn Norsworthy	
Open	60017 PSY 660 4	Fld Exp in Cnslg & Soc Jus Adv	1	-			Samuel Sanabria	



Filled	60143 PSY 695 I1	DIS: Internship Mental Health	5	-			Derrick Paladino	
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# Summer Calendar

## Graduate Counseling

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### Summer 2011

#### Session Beginning and Ending Dates

Some courses are offered in an intensive format with starting and ending dates as published. Final examinations will be given during the last schedule class meeting of all courses unless otherwise stated by instructor.

Term Begins: Tuesday, May 17  
Term Ends: Thursday, July 21

#### Registration and Other Important Dates

March 15	Mandatory Pre-registration Check-In opens at 12:00 pm and closes at 5:00 pm May 17. Check-in instructions provided in FoxLink.
March 22 & 23	Online registration begins at noon on March 22nd and ends at midnight on March 23rd.
May 17	Tuition payment due by 5:00 p.m.  NOTE: Credit Card payments (MasterCard, Discover, or American Express only) are accepted on-line only and are subject to additional fees. There is a Late Payment Fee of \$75 after this date.
May 7	Commencement

#### Holidays

No Classes on the following dates:  
May 30 Memorial Day (Monday)-The Holt School office will be closed.  
July 4 Independence Day (Monday)-The Holt School office will be closed.

#### Refund and Withdrawal Policies and Deadlines

Withdrawal deadlines are strictly enforced by the Hamilton Holt School. Tuition 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 if not reported in writing to the Holt Office by the end of the first week of classes
- lack of prerequisite knowledge or coursework
- personal or family crisis or illness
- relocation out of the area

Withdrawal exceptions are extremely rare and may be granted only by the Director of the Graduate Counseling Program.

Withdrawal and refund deadlines will differ for courses offered on an intensive format. Generally, 50% for withdrawal before the second scheduled class meeting.

#### Tuition Refund Schedule

All withdrawals must be submitted in writing to the Holt School Office. Tuition credit is first applied to existing unpaid balance. No refunds after published dates.

##### Refund Schedule

100% Before Classes Begin (Before first published meeting date)  
50% May 18-24

#### Withdrawal without Academic Penalty Dates

June 20, 2011 for full-term courses.

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting.  
Withdrawals must be submitted in writing to the Graduate Coordinator in the Holt School Office.

**Grades Due to Holt School**

August 12 at 9am

Students may view grades through Campus Foxlink as they are received and posted in the Holt School Office. Unofficial grade reports and transcripts may be downloaded directly from Campus Foxlink. Official transcript copies may be requested in writing from the Holt School Office for a nominal fee.

*The Holt School will not release grades to anyone over the phone.*



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# Course Descriptions

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## COURSE DESCRIPTIONS

From the 2010-2011 [Graduate Studies Catalog](#).

### CPY 510 Foundations in Clinical Mental Health Counseling [3]

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

### CPY 515 Fundamentals of Statistics, Research, and Program Evaluation [3]

This course teaches students to be informed consumers of professional research. Basic statistics, fundamentals of research design, research report development, program evaluation, needs assessment, and ethical and legal aspects of research are explored. The course focuses on interpretation of research data and appropriate application to professional practice.

### CPY 520 Group Dynamics and Process [3]

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

### PY 525 Counseling Theories and Practice [3]

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

### CPY 530 Theories of Personality [3]

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

### CPY 535 Career and Lifestyle Development [3]

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

### CPY 538 Psychosocial and Multicultural Theories and Issues [3]

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

### CPY 540 Advanced Theory and Practice of Group Counseling [3]

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



**CPY 545 Legal, Professional, and Ethical Issues in Counseling [3]**

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

**CPY 550 Dynamics of Marriage, Relationship, and Family Systems [3]**

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

**CPY 555 Family and Relationship Counseling: Theory and Therapeutic Modalities [3]**

This course is designed to develop specific therapeutic competencies regarding inter and intra personal dynamics of family systems and relationships. Communication patterns, role of children, origin of family interaction patterns, conflict resolution styles, impact of treatment issues, and specific modalities of therapeutic intervention are explored. Prerequisite: CPY 550.

**CPY 557 Couples and Marriage Therapy: Theory and Techniques [3]**

Theories and associated techniques of couples and marriage counseling will be explored. This course also explores specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed. Prerequisites: CPY 550 and CPY 555.

**CPY 559 Professional Seminar in Family and Relationship Therapy [1]**

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

**CPY 560 Community Counseling and Crisis Intervention [3]**

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

**CPY 562 Counseling Children and Adolescents [3]**

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

**CPY 565 Individual/Group Assessment and Treatment Planning [3]**

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

**CPY 599 Independent Study [1-3]**

Directed individual instruction in a content area of a student's choice. Students must submit a proposal at least two months prior to the semester of the independent study. Consent of instructor and department chair required.

**CPY 601 Human Sexuality: Therapy, Counseling Theory and Techniques [3]**

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

**CPY 602 Human Growth and Development [3]**

This course introduces and examines several theories of human growth, development, and regression. The entire lifespan is explored. Various philosophical perspectives—psychoanalytic, behavioral, humanistic, psychosocial, and organismic—are examined as to their implications for counseling. An analysis is made of developmental behaviors

associated with stages of development, environmental and disruptive influences upon development, and responses of mental health services and practitioners. Normal and abnormal human behavior and development including psychological, sociological, moral, and physical factors are addressed. Also included are the cognitive structural developmental theories concerned with moral, intellectual, and ethical development. Prerequisite: CPY 530 or permission.

**CPY 603 Addictive Disorders [3]**

This course includes research and theories of substance use and abuse as well as principles and practices for the assessment, diagnosis, and treatment of substance abuse and addiction. The diversity of addictions is studied including dual diagnoses and interrelationship of addictive modalities. Students will develop specific strategies for working with addictive clients, knowledge about referral resources, and promotion of responsible behavior.

**CPY 650, CPY 651, CPY 652 Counseling Institute: Special Topics Seminar [1-5]**

The Counseling Institute is designed as an intensive format to study a particular professional topic. The Institute provides training, professional development, and personal awareness. The format is both didactic and experiential. The design affords the opportunity for participants to accommodate both personal growth and clinical/professional objectives.

**CPY 660 Clinical Hypnosis [1-5]**

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

**CPY 661 Positive Psychology: Strengths-Based Therapy [1-3]**

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

**CPY 662 Counseling Contemporary College Students [1-3]**

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

**CPY 699 Master Therapist Series [0]**

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

**CPY 701: Creating Cultures of Peace [1-3]**

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

**CPY 702: Theory and Practice of Conflict Transformation [1-3]**

This course focuses on theories, root causes, and analysis of conflict and violence. Roles of identity, humiliation, and structural violence in the causes of conflict will be explored. Students will be introduced to theories and models of conflict resolution and will learn to apply theories and models in various situations and contexts. Course includes classroom simulations and experiential exercises.

**CPY 703: Training and Group Facilitation for Social Action [1-3]**

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

**PSY 551 Psychopathology: Diagnosis and Assessment of Abnormal Behavior [3]**

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

**PSY 660: Pre-Practicum in Counseling and Social Justice Advocacy [1]**

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

**PSY 680 Practicum and Internship I in a Clinical Mental Health Setting [3]**

Course objectives are to help students develop effective individual and group counseling skills. Students are expected to demonstrate an effective counseling style based upon personal strengths, sound professional principles, and a personally defined philosophy and system of counseling. This course involves on site experience, individual supervision by faculty, and weekly seminars. Lab fee will be assessed. Prerequisites: Completion of all coursework.

**PSY 682 Practicum in Group Counseling [0]**

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


**PSY 683: Advanced Multicultural Counseling Practicum [1-3]**

This course focuses on international applications in multicultural social justice counseling and advocacy and includes an immersion experience in another culture accompanied by a research or service learning project. Prerequisite: Invitation by course instructor.

**PSY 695 Internship II in a Clinical Mental Health Setting [1-5]**


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





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# Rollins College

## Graduate Studies in Education

Schedule update on:  
8/22/2011 11:20:49 AM

### Summer 2011 Schedule of Classes

**Holt School Registration Check-in will open for all students March 15.**  
Each student must verify (and update if needed) their contact information to receive a registration time period. **You will not be able to register if you do not complete this process..** Check-in starts prior to registration and applies only to current Holt School students.

To check in, Log into FoxLink and go to the Holt Student tab and select the *Hamilton Holt Registration Check-in* link.

[Calendar](#)   [Course Descriptions](#)   [Registration Instructions](#)   [Syllabi](#)   [Rice Family Bookstore](#)

M = Monday   T = Tuesday   W = Wednesday   R = Thursday   F = Friday   S = Saturday   U = Sunday

Status	Course	Course Title	Hours	Time	Location	Days	Instructor	Pre-Reqs/Comments
Open	60020 EDU 509 1	Foundations of Reading	3	06:15p-09:30p	CSS 222	TR	Debra Wellman	Class meets May 16 to June 21.
Open	60018 EDU 536 1	Research in Education	3	04:00p-06:10p	CSS 232	TR	Wendy Brandon	Class meets May 16-August 8. Class times from July 5-August 8 to be announced.
Open	60019 EDU 580 1	The Multicultural Classroom	3	05:00p-08:10p	CSS 232	MW	Wendy Brandon	Class meets May 16 to June 27.
Filled	60193 EDU 599 I1	DIS: Explicit Phonics Instruct	3	-			Margot Fadool	
Canceled	60021 EED 569 1	Lit for the Elem School Child	3	-				Class meets as follows: June 28, 29, and July 5, 6 - 4:00 to 8:30; July 11, 12, 13, 18, 19, 20, and August 8 - 4:00 to 7:10

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# Summer Calendar

## Summer 2011

### Session Beginning and Ending Dates

Some courses are offered in an intensive format with starting and ending dates as published. Final examinations will be given during the last schedule class meeting of all courses unless otherwise stated by instructor.

- 12-Week Session: May 16 - August 8
- First Six-Week Session: May 16 - June 27
- Second Six-Week Session: July 5 - August 8

### Registration and Other Important Dates

- |                   |   |
|-------------------|---|
| March 15          | Mandatory Pre-registration Check-In opens at 12:00 pm and closes at 5:00 pm May 17. Check-in instructions provided in FoxLink.  |
| March 22-April 15 | Online registration for current students begins at 12:00 noon on March 22 and ends at 5:00pm April 15.  |
| May 16            | Tuition payment due by 5:00 pm.<br>NOTE: Credit Card payments (MasterCard, Discover, or American Express only) are accepted on-line only and are subject to additional fees. Late payment penalties include an initial fee of \$75 and \$50 per month until the end of term or the balance is paid in full. |

### Holidays

- No Classes on the following dates:
- |                |   |
|----------------|---|
| Monday, May 30 | Memorial Day-The Holt School office will be closed.     |
| Monday, July 4 | Independence Day-The Holt School office will be closed. |

### Refund and Withdrawal Policies and Deadlines

Withdrawal deadlines are strictly enforced by the Hamilton Holt School. Tuition 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 if not reported in writing to the Holt Office by the end of the first week of classes
- lack of prerequisite knowledge or coursework
- personal or family crisis or illness
- relocation out of the area

Withdrawal exceptions are extremely rare and may be granted only by the Director of the Graduate Education Program.

Withdrawal and refund deadlines will differ for courses offered on an intensive format. Generally, 50% for withdrawal before the second scheduled class meeting.

### Tuition Refund Schedule

All withdrawals must be submitted in writing to the Holt School Office. Tuition credit is first applied to existing unpaid balance. No refunds after published dates.

#### Refund Schedule

- |  |  |
|--|--|
| Before Classes Begin (Before first published meeting date) | 100% Refund                                    |
| May 23   | 50% (12-Week Session & First Six-Week Session) |
| July 5   | 50% (Second Six-Week Session)                  |

**Withdrawal without Academic Penalty Dates**

- 12-Week Session: July 1
- First 6-Week Session: June 6
- Second 6-Week Session: July 22

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting. Withdrawals must be submitted in writing to the Graduate Coordinator in the Holt School Office.

**Grades Due to Holt School**

- First 6-Week Session: July 5 at 9:00 am
- 12-Week & Second 6-Week Sessions: August 12 at 9:00 am

Students may view grades through Campus Foxlink as they are received and posted in the Holt School Office. Unofficial grade reports and transcripts may be downloaded directly from Campus Foxlink. Official transcript copies may be requested in writing from the Holt School Office for a nominal fee.

The Holt School will not release grades to anyone over the phone.



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# Course Descriptions

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## COURSE DESCRIPTIONS

From the 2010-2011 [Graduate Studies Catalog](#).

### EDU 500: Pre-Internship Field Experience [1]

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

### EDU 501: Sociological Foundations of Education [3]

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

### EDU 503: Philosophical Perspectives on Education [3]

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

### EDU 504: Psychological Foundations of Education [3]

Presents an application of psychological principles to learning by children and adolescents in school contexts. Special topics include child and adolescent development, human motivation, and implications for teaching strategies.

### EDU 509: Foundations of Reading [3]

This is the introductory course in the reading sequence. The course covers the theoretical models of reading, emergent literacy, phonics instruction, and the reading/writing connections. A balanced approach to reading instruction is emphasized.

### EDU 511: Teaching Writing in Elementary Schools (3)

Students learn about the nature of the writing process and how to develop learning activities where the development of good writing will be facilitated among elementary students.

### EDU 512: Instructional Strategies for Diverse Learners [3]

This course examines current and emerging school programs found in grades K-6. Topics include learner diversity, planning, and delivery of instruction and assessment procedures. ESOL infused course.

### EDU 513: Curriculum Theory for Diverse Learners [3]

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

### EDU 517: Teaching (Particular Subject) in Secondary Schools [3]

Examines special methods for teaching at the middle or secondary level. The course covers instructional techniques and classroom materials in the designated subject and includes special problems associated with classroom testing and teaching the "at-risk" learner. To be taken the semester before student teaching and with EDU 517L.



**EDU 517L: Field Experience in Secondary Education [1.5]**

A pre-internship field experience. A minimum of four hours a week in a middle or secondary school is required. To be taken with EDU 517.

**EDU 522: Instructional Strategies for Diverse Secondary Learners [3]**

Examines current and emerging school programs found in grades 6-12. Topics include the impact of technology, student diversity, and accountability on curriculum. Prospects for curriculum and assessment reform, and the relation of curriculum design to teaching methods will be addressed. ESOL infused course.

**EDU 533: Student Teaching: Elementary [9]**

A student teaching internship offered at the elementary level. A nine-semester-hour experience requiring teaching in a public or private school. This course requires prior application to the director of student teaching (deadlines for each term are published). This experience is fully explained in the *Student Teaching Handbook* available from Graduate Studies.

**EDU 534: Student Teaching: Secondary [9]**

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

**EDU 535: Content Area Reading in Secondary Schools [3]**

All teachers are teachers of reading. This course is designed to provide background information for secondary teachers in the content areas including the reading process, strategy instruction, and diagnosis of reading problems. Pre-service teachers will be provided with a variety of strategies to promote an understanding of content area materials.

**EDU 536: Research in Education [3]**

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

**EDU 540: Seminar in Classroom Management [3]**

A survey course, taken during the student teaching semester, helps to prepare future teachers in the planning of instruction, organization of classrooms, and the management of student learning. Beyond the day-to-day items facing the teachers, this course examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed at the performance level. Concurrent with EDU 533 or EDU 534. Formerly: Beginning Teacher Competencies.

**EDU 544: Statistics for Teachers: Tests and Measurements [3]**

This course includes basic statistical concepts and theories of tests and measurements. Students will learn to apply descriptive and inferential statistics to educational settings.

**EDU 550: Motivation in Education [3]**

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

**EDU 567: Inclusive Schools and Communities [3]**

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

**EDU 570 Schools That Learn: Models of Systemic Change for Student Learning [3]**

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

**EDU 575: Diagnostic Techniques in Reading [3]**

This course examines a variety of testing available to classroom teachers to diagnose and improve reading instruction.

Students will administer diagnostic instruments and design and implement curriculum to improve the student's reading skills. Prerequisite/Corequisite: EDU 509.

**EDU 576: Advanced Reading Strategies [3]**

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

**EDU 577: Demonstration of Accomplishment in Reading: Elementary [3]**

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

**EDU 578: Children's Literature Institute [3]**

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

**EDU 580: The Multicultural Classroom: Issues in Cross-Cultural Communication and Understanding [3]**

Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. This course is a designated ESOL stand-alone certification course in the Department of Education and is intended to meet the competencies and skills that are required for Teacher Certification in Florida.

**EDU 581: Child Study Skills for Primary Education [3]**

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

**EDU 582: Foundations of Primary Education Curriculum [3]**

Examines the theory, principles, and practices of curriculum development in early childhood education from planning to evaluation. Topics discussed include the following: What should comprise the early childhood curriculum? What is the purpose of early childhood schooling? What types of early childhood curricula are available?

**EDU 583: The Development of Literacy in Primary Education [3]**

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

**EDU 587: Child Development [3]**

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

**EDU 590: Special Topics in Education [3]**

Special topics will be covered in a seminar format to focus on a specific issue in education.

**EDU 599: Classroom Management [1.5]**

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

**EED 555: Elementary Methods for Foreign Language [2]**

Focuses on the principles and methods for teaching foreign language to elementary school children. Required for all students seeking a foreign language certification.

**EED 560: Laboratory in Elementary School Music [2]**

A workshop covering the basic concepts, literature, and methods for teaching music in the elementary grades. Vocal and instrumental music are included, and the course stresses the use of music to provide creative experiences. Required for all students seeking music certification (K-12).

**EED 561: Laboratory in Elementary School Art [2]**

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

**EED 563: Teaching Mathematics in Elementary School [3]**

Focuses on the NCTM standards for the teaching of elementary mathematics. Major topics include the use of manipulatives, calculators, the real number system, informal and formal geometry, basic facts and algorithms, measurement and metrics, and problem solving.

**EED 563L: Elementary School Mathematics Lab [1]**

Problem solving sessions that utilize basic mathematical concepts introduced in EED 563. The use of manipulatives facilitates understanding of various number systems, measurements, and algorithms.

**EED 564: Teaching Elementary School Science [3]**

Reviews special methods of teaching science to elementary school pupils. A learning cycle approach is used stressing activity-oriented science and basic science concepts. Performance assessment will be utilized throughout the class.

**EED 565: Teaching Advanced Topics in Science in the Elementary School [3]**

Designed to expand teachers' knowledge of basic physical science principles, increase interest and confidence in teaching science, and provide participants with a series of activities that can be incorporated into the science curriculum. The classes will involve lectures and discussions, but a significant portion of the class time will be spent performing laboratory exercises.

**EED 566: Teaching Elementary School Social Studies [3]**

This course reviews special methods of teaching social studies in the elementary grades. Topics include cooperative learning, contemporary affairs, and recently developed materials designed to introduce young children to the evaluation of significant social issues.

**EED 567: Health and Physical Education Programs in Elementary Schools [2]**

Reviews special methods for physical activities for children, concepts and materials of health education, and the values underlying programs of personal fitness for children.


**EED 568: Language Arts and Content Area Instruction [3]**

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

**EED 569: Literature for the Elementary School Child [3]**

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





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# Rollins College Graduate Studies

## Master of Human Resources

Schedule update on:  
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### Summer 2011 Schedule of Classes

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Status	Course	Course Title	Hours	Time	Location	Days	Instructor	Pre-Reqs/Comments
Filled	60118 MHR 522 1	Organizational Psychology	4	08:30a-05:00p	LODGE REEVES	S	Robert Smither	Intensive Course: Tues/Thurs July 19, 21, 26, 28, Aug 2, 4 6:00 pm - 9:30 pm; Saturday July 23 & 30 8:30 am - 5:00 pm
Open	60119 MHR 543 1	Employee Relations	4	06:45p-09:15p	CSS 221	MW	W Sherry	
Open	60120 MHR 559 1	Performance Management	4	06:45p-09:15p	CSS 121	TR	Donald Rogers	
Open	60121 MHR 591 1	SHRM National Conference	4	06:45p-09:15p	BUSH 120	T	Donald Rogers	Course meets on June 15 6:45 p.m. - 9:15 p.m.; June 26 - 29 7:00 a.m. - 7:00 p.m. @ Las Vegas; July 12 6:45 p.m. - 9:15 p.m. SHRM National Conference held in Las Vegas. Students must also register for the SHRM Conference. Web application at <a href="http://annual.shrm.org/">http://annual.shrm.org/</a> or call 1-800-283-7476.
Open	60169 MHR 670 I2	Independent Research	4	-			Robert Smither	
Filled	60170 MHR 670 I3	Independent Research	4	-			Donald Rogers	
Filled	60145 MHR 675 I1	Internship	4	-			Robert Smither	
Filled	60146 MHR 675 I2	Internship	4	-			Donald Rogers	

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## Fall 2011

### MHR 500: Strategic Human Resource Management [4]

Provides an overview of the Human Resources (HR) profession. Emphasizes strategic thinking concepts (e.g.: human capital theory, value added, best practices, distinctive competencies, competitive advantages, return on investment) and tools (e.g.: vision, values, assessment, design, implementation, evaluation). Explores the process of Human Resource Management (HRM) from a strategic perspective using case studies.

### MHR 505: Training and Development [4]

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

### MHR 515: Recruitment, Selection, and Retention [4]

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

### MHR 538: HR Leadership [4]


A personal effectiveness course focusing on the cultivation of leadership attributes, skills, and knowledge. Topics include a review of leadership theory, leadership development models, and leadership education. Students will design leadership development programs.

### MHR 610: Managing the Human Resource Department [4]

This course looks at the field of human resources from a department leadership perspective. Using the case method, students will develop a problem solving approach to issues that affect organizational effectiveness and employee development.







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## Master of Liberal Studies

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Open	60084 MLS 594 1	High Renaissance & After	4	06:45p-09:15p 06:45p 09:15p	REX 1	TR TR	Kimberly Dennis	Course begins: May 19 through July 19. Course does not meet the week of June 13 - 17.
Open	60083 MLS 595 1	Postmodern Theory	4	06:45p-09:15p 06:45p 09:15p	CSS 167	MW MW	Creston Davis	Course begins: May 18 through July 20. Course does not meet the week of June 13 - 17.
Open	60089 MLS 595M 1	London Theatre & The Arts	1.34	-	SULLV HSE		S Nassif	June 6-10 on campus. June 13-21 in London.
Open	60124 MLS 596M 1	From Empire to Earth Community	1.34	06:45p-09:15p	ORLAN 215	W	E Nordstrom	Course begins: June 29 through July 27.
Filled	60144 MLS 680 I1	Martin Luthers Anti-Semitism	4	-			Patrick Powers	

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## Fall 2011

### MLS 576 Existential and Humanistic Psychology [4]

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

### MLS 581 The Designer as Social Critic [4]

During the late 19<sup>th</sup> and early 20<sup>th</sup> century, members of the Arts and Crafts movement attempted to influence society through their art and writing. In Europe, this movement was largely socialist and reflected reactions against historical revival in design and architecture, as well as the predominance of mechanization in production. To a large extent, the U.S. version of the movement abandoned socialism and anti-industrialism and focused more on developing a new style of design that was simple, honest, and uniquely American. In this course we analyze critical writings and artistic styles that typified the Arts and Crafts movement in Europe and the United States. Our studies will include the works of John Ruskin, William Morris and the British Arts and Crafts movement, Elbert Hubbard and the "Roycrofters," Gustav Stickley and the Mission Style, and Frank Lloyd Wright and the Prairie School.

### MLS 597M Psychology Gets Religion [1.34]

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

### MLS 598M Verdi Requiem [1.34]

Giuseppe Verdi was a "rock star" in the late nineteenth century and his choral masterpiece *Messa da Requiem* (Mass for the Dead) has never fallen out of fashion. He brought the same theatrical sense that made him one of the most prominent composers of opera to this work. This great work is filled with beautiful melodies and a "Dies Irae" (Day of Wrath) movement, so powerful, that one should require a seat belt for both the audience and performers. The class will discuss the musical, textual, and historic connotations that this work brings to light. Also, this class will explore the relevance of this important composition to our generation and cumulates with attending a performance of the Bach Festival Choir and Orchestra performing Verdi's remarkable Requiem.

### MLS 602 The Human Order [4]

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

### MLS 604 The Origins of Modernity [4]

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


### MLS 606 Masterpieces of Modern Literature [4]

This course explores the ways in which literature has come to question and define values in the modern world. As writers have endeavored to come to grips with the social, political, and spiritual dislocations of modern life, they have pursued

themes of meaning, identity, community, and communication in order to examine the complexities and perplexities of the human condition.



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## Master of Planning in Civic Urbanism

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Open	60086 MPC 514A 1	Regional Visioning	1.5	SULLV HSE	Shelley Lauten	Course meets: TR 6:45 - 9:15 p.m., May 17 - 26; and Saturday May 21, 8:30 a.m. - 5:00 p.m.
Open	60087 MPC 514B 1	FL. Vernacular Architecture	1.5	LODGE REEVES	John Cunningham	Course meets: TR, 6:45 - 9:15 p.m., May 17 - 26; and Saturday, May 21, 8:30 a.m. - 5:00 p.m.
Open	60088 MPC 514C 1	Politics of Place	1.5	CSS 221	Richard Foglesong	Course meets: MW 6:45 - 9:15 p.m., June 6 - 22; and Saturday 9:00 a.m. - 1:00 p.m., June 11 & 25.
Open	60085 MPC 530 1	GIS and Land Analysis	3	OLIN 251	Michael Holbrook	Class meets: TR 6:45 - 9:15 p.m., June 7 - July 21; Saturday 9:00 a.m. - 1:00 p.m., June 18, July 9, 23.
Open	60090 MPC 550 1	Metro Greenspaces: Orl & Port	3	LODGE REEVES	Robert Stephenson Andrew Landis	Course meets: MW 6:45 - 9:15 p.m., July 6 - 25 and Aug 8; Saturday, July 16, 9:00 a.m. - 1:00 p.m. Trip to Portland, Oregon, July 28-August 1. Approval required.
Open	60148 MPC 675 I1	MPCU Internship	3		Robert Stephenson	





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## Fall 2011

### MPC 500 Urbanism: Renais to New Urbanism

Examines the interplay of urban design, republican government, and civic humanism from the Italian Renaissance to the present. Includes the study of 15th century Tuscany, 18th century urban England, 19th century Paris, early 20th century Boston, 1920s Florida, and contemporary Portland, Oregon.

### MPC 510 Plan Theory & Civic Impementation

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

### MPC 540 Green Infrastructure: Land Preservation Ecology

The study of Florida Forever, the landmark natural land acquisition program, is a point of focus, including analysis of acquired sites, management strategies, and its role in planning. The course will also focus on landmark projects incorporating the natural environment with the human habitat.

### MPC 545 Green Infrastructure: Ecological Landscape

The study of Florida Forever, the landmark natural land acquisition program, is a point of focus, including analysis of acquired sites, management strategies, and its role in planning. The course will also focus on landmark projects incorporating the natural environment with the human habitat.

### MPC 608 Introduction to Place-Making in 21<sup>st</sup> Century

Devoted to the design and implementation of New Urbanist projects, with a focus on the Central Florida region.

### MPC 611 Transportation and Place

Trasportation planning from a system approach, with analysis on the role transportation planning plays in creating sustainable pedestrian environments.

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