



Graduate Studies

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If you have questions about your program of study, please contact your faculty advisor or:

- **ABACS, Counseling, Education:** Amber Taylor, ataylor1@rollins.edu, 407.646.1568
- **MHSA, MHR, MLS:** Carmen Rasnick, crasnick@rollins.edu, 407.646.2653



CONTACT US

Hamilton Holt School
311 West Fairbanks Ave.
Winter Park, FL 32789
Phone: 407.646.2232

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QUICK LINKS

- [Class Schedules »](#)
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Rollins College Hamilton Holt Graduate Studies Spring 2016 Schedule of Classes

Schedule updated on:
09/29/2016 04:40:15 PM

Holt School Registration Check-in opens: October 20 at 12:00 noon.

Registration dates:

ABACS, EDU, MHSA, MHR and MLS programs: October 27 at noon

Counseling program: November 2 at noon

Students will not be permitted to register until they have completed the Check-In process. If you have difficulty logging into FoxLink, please contact the Help Desk at 407-628-6363.

To complete the Check-In process, log into FoxLink and go to the Student Records tab and select the *Hamilton Holt Registration Check-in link*.

If you are able to login, but have difficulty with the Check-In process, please contact the Holt School at 407-646-2232 or holtstudentservices@rollins.edu. Please be sure to provide the specific error message when possible.

Term Calendar	Counseling Calendar	Course Descriptions	Registration Instructions	Payment deadline	Textbook Lookup
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M = Monday T = Tuesday W = Wednesday R = Thursday F = Friday S = Saturday U = Sunday
MW = Monday & Wednesday TR = Tuesday & Thursday

Counseling										
Status	Seats Available	Course	Course Title	Hours	Course Format	Time	Days	Location	Instructor	Pre-Reqs/Comments
Open	12	10715 CPY 525 1	Counseling Theories and Proces	3		6 :45-9 :15P	T	CSS 231	D Paladino	
Open	12	10748 CPY 525 2	Counseling Theories and Proces	3		4 :00-6 :30P	W	CSS 229	B Bertram	
Open	12	10749 CPY 525 3	Counseling Theories and Proces	3		6 :45-9 :15P	W	CSS 229	A Schefstad	
Open	12	10750 CPY 530 1	Theories of Personality	3		4 :00-6 :30P	T	CSS 231	D Paladino	
Open	12	10751 CPY 530 2	Theories of Personality	3		4 :00-6 :30P	W	CSS 226	D Paladino	
Open	12	10752 CPY 530 3	Theories of Personality	3		6 :45-9 :15P	W	CSS 226	S Sanabria	
Filled	10	10753 CPY 555 1	Family/Rela Coun:Thera Modal	3		4 :00-6 :30P	M	CSS 229	A Homrich	
Filled	10	10754 CPY 555 2	Family/Rela Coun:Thera Modal	3		4 :00-6 :30P	T	CSS 229	K Norsworthy	
Open	10	10755 CPY 555 3	Family/Rela Coun:Thera Modal	3		6 :45-9 :15P	T	CSS 229	K Norsworthy	
Open	15	10756 CPY 557 1	Couples & Marriage Therapy: Th	3		6 :45-9 :15P	W	CSS 231	B Bertram	
Open	17	10757 CPY 565 1	Individ/Group Assess & Treat	3		4 :00-6 :30P	M	CSS 226	K Baldwin	\$60 course materials fee
Open	17	10758 CPY 565 2	Individ/Group Assess & Treat	3		6 :45-9 :15P	M	CSS 230	K Griner	\$60 course materials fee
Filled	15	10759 CPY 601 1	Human Sexuality:Therapy/Coun	3		4 :00-6 :30P	T	CSS 226	S Sanabria	
Open	16	10760 CPY 601 2	Human Sexuality:Therapy/Coun	3		6 :45-9 :15P	T	CSS 232	T Schiffner	
Open	15	10761 CPY 602 1	Human Growth & Devel	3		4 :00-6 :30P	M	CSS 230	K Griner	
Filled	15	10762 CPY 602 2	Human Growth & Devel	3		6 :45-9 :15P	M	CSS 226	K Baldwin	
Open	30	10680 CPY 699 1	Master Therapists Series	0		08:30-5 :00P	S	BUSH 176	K Norsworthy	
Open	40	10763 PSY 660 1	Mental Health Pre-Practicum	1		TBA	TBA		K Baldwin	Restricted to first-year students
Open	30	10764 PSY 660 2	Fid Exp in Cnslg & Soc Jus Adv	1		TBA	TBA		K Baldwin	Restricted to students entering internship (PSY 680) in Fall 2016
Filled	6	10765 PSY 695 1	Internship II	5		08:30-11:00A	M		A Homrich	
Filled	8	10766 PSY 695 2	Internship II	5		4 :00-6 :30P	W	CSS 231	S Sanabria	
Filled	6	10767 PSY 695 3	Internship II	5		4 :00-6 :30P	R	CSS 231	A Homrich	
Education										
Status	Seats Available	Course	Course Title	Hours	Course Format	Time	Days	Location	Instructor	Pre-Reqs/Comments
Open	10	10768 EDU 501 1	Socio Foundations Education	3		4 :00-6 :30P	W	CSS 230	W Brandon	

Open	10	10774 EDU 512 1	Instr Lrng & Classr Mgmt: Elem	3		6 :45-9 :15P	M	CSS 222	A Padilla , New	
Open	10	10775 EDU 522 1	Instr Lrng & Classr Mgmt: Sec	3		6 :45-9 :15P	M	CSS 222	A Padilla , New	
Open	10	10777 EDU 533 1	Student Teach: Elementary	6		TBA	TBA		A Griner	Corequisite EDU 540.
Open	10	10778 EDU 534 1	Student Teach: Secondary	6		TBA	TBA		J Yu	Corequisite EDU 540.
Cancelled	0	10770 EDU 535 1	Reading in the Content Areas	3		TBA	TBA			
Open	10	10776 EDU 540 1	Seminar in Classroom Mgmt.	3		4 :00-6 :30P	W	CSS 222	M Fadool	Corequisite EDU 533 or EDU 534
Open	5	10771 EDU 545 1	Orient Int'l Studies: Rwanda	1		7 :00-8 :00P	R	CSS 229	T STAFF	Acceptance into Field Study required; register with Graduate Coordinator
Open	5	10772 EDU 545 2	Orient Int'l Studies: Chile	1		7 :00-8 :00P	R	CSS 226	M Fadool	Acceptance into Field Study required; register with Graduate Coordinator.
Open	5	10773 EDU 547 1	Global Perspectives of Educ	3		4 :00-6 :30P	M	BUSH 208	H McLaughlin	
Open	10	10779 EED 519 1	Integrated Arts Elem Classroom	3		4 :15-6 :30P	R	CSS 230	S Swallow	May be taught in blended learning format - mandatory orientation first day of class. Virtual class meeting dates will be announced at orientation.
Cancelled	0	10780 EED 566 1	Teaching Elem Soc Studies	3		TBA	TBA			
Open	5	10795 EED 567 1	Health & PE Pgms Elem Schools	2		6 :45-8 :00P	T	ASC 109	R Morris	
Open	10	10781 RED 568 1	Different in LA & Content	3		6 :45-9 :15P	W	CSS 232	A Griner	Prerequisite: RED 509
Open	10	10782 RED 577 1	Accomplishment in Reading	3		TBA	TBA		A Griner	Pre-requisites 3 of 4: RED 509, RED 575, RED 568, RED 569
Health Professions										
Status	Seats Available	Course	Course Title	Hours	Course Format	Time	Days	Location	Instructor	Pre-Reqs/Comments
Open	11	10706 BACS 521 1	Experimental Analysis Behavior	4		6 :45-9 :15P	R	BUSH 202	A Williams	
Open	11	10708 BACS 531 1	Comparative Rsch Design & Stat	4	Blended	6 :45-9 :15P	T	BUSH 202	D Richard	Blended learning format. Class will meet first three sessions and every other week thereafter.
Open	11	10707 BACS 541 1	Behav Intervnt I: Applications	4		6 :45-9 :15P	W	BUSH 208	S Freeman	
Open	20	10788 HSA 530 01	Health Law Ethics Social Issue	4		1 :00-4 :00P	S	BUSH 201	N Niles	
Open	20	10789 HSA 540 01	Apld Biostats/Rsch Health Svcs	4		09:00-12:00P	S	BUSH 201	I Kodzi	
Filled	12	11136 HSA 660 01	Spc Tpcs in Health Svcs Admin	1		5 :30-7 :30P	F	BUSH 202	R Hotchkiss	Course meetings: January 22, February 19, March 18, April 15
Human Resources										
Status	Seats Available	Course	Course Title	Hours	Course Format	Time	Days	Location	Instructor	Pre-Reqs/Comments
Open	28	11050 MHR 505 01	Training and Development	4		6 :45-9 :15P	T	FAIRBK 116	D Rogers	
Open	28	10641 MHR 510 01	Organizatnl Change & Developmnt	4		6 :45-9 :15P	W	FAIRBK 116	E Mourino	
Open	28	10643 MHR 540 01	Management Consulting	4		6 :45-9 :15P	M	FAIRBK 116	S Adams	
Open	16	10644 MHR 544 01	Conflict Management	4		6 :45-9 :15P	W	REX 1	R Bommelje	In preparation for MHR Conflict Management this coming Spring on Wednesdays, we will be using 2 instruments, the Conflict Dynamics Profile (CDP) and the Thomas Killman Inventory (TKI). There will be a \$45 fee set up as part of the tuition for the CDP and the TKI fee is \$40.
Open	30	10645 MHR 553 01	Employment and Labor Law	4		6 :45-9 :15P	R	FAIRBK 116	M Houston Muldowney	
Liberal Studies										
Status	Seats Available	Course	Course Title	Hours	Course Format	Time	Days	Location	Instructor	Pre-Reqs/Comments
Open	17	10786 MLS 515A 01	Tpc:Exciting Afterlives Things	4		6 :45-9 :15P	W	BUSH 302	J Mathews	
Cancelled	0	10787 MLS 515B 01	Tpc:Exis/HumPsy-Cncld 1/4	4		6 :45-9 :15P	M	CSS 167	R Smither	
Open	15	10791 MLS 545M 01	The Body in the Bible	2		6 :45-9 :15P	T	CSS 167	Y Greenberg	Meets from March 8 through April 19
Open	12	11059 MLS 561 01	Film as Art: FL Film Fest.	4		2 :00-4 :00P	U		M O'Sullivan , Cummings	Meeting dates: March 13, 2-4pm, April 9, 10 11am-midnight, April 15 6pm-midnight, April 16, 17 11am-midnight. Fee: \$210
Open	15	10792 MLS 568M 01	M. Aurelius: Pwr, Pol. & Phil.	2		6 :45-9 :15P	T	CSS 167	S Rubarth	Meets from January 12 through February 23
Open	15	10784 MLS 603 01	Religion and Western Culture	4		6 :45-9 :15P	R	KMC 1	T French	
Open	15	10785 MLS 605 01	Milestones of Modern Science	4		6 :45-9 :15P	R	BUSH 208	P Bernal	



Registration Dates

Students who entered Fall 2015 and have not yet met with an adviser are required to do so prior to registration. All other students are encouraged, but not required to meet with their adviser each term. You may make a telephone or office appointment by calling the Holt School Office at 407-646-2232.

Mandatory Pre-registration Check-In	Opens October 20 , 12:00 p.m. Check-in instructions provided in FoxLink. Registration Instructions
Online registration begins at noon on the published first date of each registration period and ends at midnight on the last published date. Staff support is available noon until 6:30 p.m. on the first day and 8:30 a.m. - 5:00 p.m. for the remainder of the registration period.	
Oct 27 - Dec 18	<p>Undergraduate Senior Registration: Degree-seeking Holt students with a declared major and 90+ earned hours at the time of registration are permitted to participate in priority registration.</p> <p>Graduate Programs: Applied Behavior Analysis and Clinical Science, Education, Health Services Administration, Human Resources, and Liberal Studies.</p>

Nov 2-5	Graduate Counseling only
Oct 29 - Dec 18	Registration for Current Degree-seeking Students: Priority registration for degree-seeking students with a declared major and fewer than 90 earned semester hours at the time of registration. Registered seniors may add/drop during this period.
Nov 02 - Dec 18	Registration for Undeclared Majors: Degree-seeking students (all levels) with no declared major at the time of registration.
Nov 02 - Dec 18	Registration for authorized new, returning, and nondegree-seeking students: Complete applications are required for new and returning students and include the application form/fee, official transcripts from all previously attended institutions, and all documentation required for international students. New students will receive a letter with authorization to contact the Holt School Office for a registration appointment. Students completing applications after the new student registration will be contacted by a program adviser and permitted to register during the late registration period.
Nov 18-20	Administrative review and enrollment census. Low enrolled courses may be canceled at this time.
January 11, 2016	Payment Deadline: Full tuition payment must be received by the Holt School or Bursar's Office prior to 5:00 p.m. A low-cost payment plan is available. Please refer to payment instructions.
January 9	Undergraduate New Student Orientation Location and time: TBD



CONTACT US

Hamilton Holt School
311 West Fairbanks Ave.
Winter Park, FL 32789



Start Here

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 [I.T. Help Desk](#) (407-628-6363) is available should students encounter technical problems. Please view their website for hours of operation. Students should follow the report error messages received while attempting online registration to the Help Desk by phone or email HelpDesk@rollins.edu.

Check-In

All Holt students must go through a Check-In process prior to registration. This process creates time-tickets that allow you to register. Time-tickets are issued based on class standing (credit hours earned). The Check-In process opens one week prior to senior and graduate registration each term. Checking in early decreases the delay when registering.

The Check-In process also provides an opportunity for you to update your contact information. It is important that we have accurate contact information in case we need to contact you regarding a waitlisted course or change to your schedule.

Select Classes

Review the Schedule of Classes to select the courses for which you wish to register. Be sure to select alternates in case your first choice is not available. Write down the five digit number (CRN) that identifies each course.

FoxLink

Go to [FoxLink](#) and enter your credentials. Once in FoxLink, select the “Registration and Student Records” tab, then the Link for the Hamilton Holt Check-In.

After you complete the check-In process, select the link for Registration.

View this video for registration instructions. [YouTube for video instructions.](#)

Select Term

- Select the appropriate term link from the drop-down menu. (Example: Summer 2016 A&S/CPS/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.)
- 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.

Note: Summer tuition will assess in April.



Tuition Due Dates

Tuition deadline for all programs except Counseling: **Monday, January 11, 2016 at 5:00 p.m.**

Tuition deadline for **Counseling**: Tuesday, January 19, 2016 at 5:00 pm

Rates:

- Undergraduate programs - \$445 per semester hour.
- Counseling - \$591 per semester hour.
- Applied Behavior Analysis in Clinical Science - \$575 per semester hour.
- Education - \$510 per semester hour.
- Health Services Administration - \$598 per semester hour.
- Human Resources - \$599 per semester hour.
- Liberal Studies - \$450 per semester hour.

Quick Links

Quick Pay

- [Financial Aid](#)
- [Bursar](#)
- [FACTS Payment Plan](#)

Refund Schedule

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

Refund Schedule - full term courses only

100% refund Before first published meeting date

75% January 12-19

50% January 20-26

25% January 27-February 1 (25% refund does not apply to graduate programs)

Intensive courses

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

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 Sponsor

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.



Payment Policy

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 deadline must withdraw in writing prior to the deadline in order to avoid additional financial penalties. Late payment penalties will be assessed 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 posted deadline. Please visit the Office of the Bursar for additional information.

Note: By registering, students agree to accept full responsibility for the payment of tuition and fees. If a payment is not fulfilled or returned for insufficient funds or no approval by credit, students also agree to pay all fees associated with collection of due funds, including collection costs and attorney's fees.

Late Fee Policy

In addition to a Bursar's hold, accounts with a past due balance will be subject to a monthly late payment fee on the following scale:

- Past Due Balance of \$200 - \$999.99 - \$75
- Past Due Balance of \$1,000 - \$4,999.99 - \$125
- Past Due Balance of \$5,000 - \$19,999.99 - \$200

Past Due Balance of \$20,000 or greater - 1% of Past Due Amount

Please visit the [Bursar's website](#) for additional information.

Note: By registering, students agree to accept full responsibility for the payment of tuition and fees. If a payment is not fulfilled or returned for insufficient funds or no approval by credit, students also agree to pay all fees associated with collection of due funds, including collection costs and attorney's fees.

Non-Attendance Policy

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.

Wait List Policy

The Holt School uses a wait-list system for courses that have reached capacity. If a course is filled, you must indicate you wish to be placed on the wait list by selecting "Wait-List" from the drop-down menu and submitting the registration again. Your selection will be shown again confirming that you are wait-listed.

In cases when a course either does not have a waitlist option or the waitlist is already full, students should make another course selection.

Graduate (with the exception of Counseling) and undergraduate programs in the Holt School administratively maintain separate waiting lists through the first week of classes. Instructor overrides are not accepted. 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 with the status of WL (wait-listed) instead of RE (registered). The WL status is not reflected on the schedule option viewed by day and time.

The waiting list is purged one week after the start of term.

Email Policy

Correspondence from the Hamilton Holt School will be sent to the student's official College '@rollins.edu' email account. Students are expected to check their email on a frequent and consistent basis in order to stay current with College-related communications.

Tuition Discount Policy

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.

Withdrawal Policy

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
- temporary duty assignment or transfer by the military

Withdrawal exceptions are extremely rare and may be granted only by the [Holt Appeals Committee](#).

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



CONTACT US

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[Directory](#)

QUICK LINKS

- [Class Schedules »](#)
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- [Contact Us »](#)



Calendar

January 11	Term Start for Holt undergraduate and Holt graduate programs* Tuition Due by 5:00 p.m. Payment Schedule See Policy for additional information regarding attendance and refunds.
January 13	Last day to submit independent study proposals. Student should be aware that some academic departments have earlier submission deadlines. The Holt School will defer to the departmental deadline in such cases. Undergraduate Independent Study Form
January 18	Martin Luther King Holiday - No class meeting
February 27- March 6	Spring Break
March 28	Last date to withdraw without academic penalty
April 13-26	Course and Instructor Evaluations

May 2	Term End for Holt undergraduate and Holt graduate programs
May 4 at 9am	Grades Due for Graduating Students
May 7	Spring Graduation Ceremony at 10:00 a.m.
May 9 at 9am	Grades Due for All Other Students
May 12	Grades Available for Viewing

*Note: The Graduate Counseling Program follows an [alternate academic calendar](#).

Fox Day

Holt School classes will meet as scheduled on the date identified to be Fox Day, but will be adjusted to accommodate a picnic from 6:00 - 7:15 p.m. on the Mills lawn.

Early classes will meet from 4:00 - 6:00 p.m.

Later classes will meet from 7:15 - 9:15 p.m.

Registration Dates

Check-In opens: October 20 at noon.

Registration* starts:

Undergraduate:

Declared students with 90 or more EARNED hours: October 27 at noon

Declared students with 90 or less earned hours: October 29 at noon

Undeclared, non-degree seeking, and new students: November 2 at noon

*All programs, except [Counseling](#).

Note: By registering, students agree to accept full responsibility for the payment of tuition and fees. If a payment is not fulfilled or returned for insufficient funds or no approval by credit, students also agree to pay all fees associated with collection of due funds, including collection costs and attorney's fees.



Graduate Counseling Calendar

This calendar applies only to the Graduate Counseling program.

All other programs, [please click here](#) for the academic calendar.

Spring 2016

January 19	Term Start for Graduate Counseling program. Tuition Due date
January 26	Last day to submit independent study proposals.
February 29- March 6	Spring Break
March 25	Last day to withdraw without academic penalty
May 2	Term End for Holt graduate programs
May 4 at 9am	Grades Due for Graduating Students

May 7	Spring Graduation Ceremony at 10:00 a.m.
May 9 at 9am	Grades Due for All Other Students

Fox Day

Holt School classes will meet as scheduled on the date identified to be Fox Day, but will be adjusted to accommodate a picnic from 5:00 - 8:00 p.m. on the Mills lawn.

Early classes will meet from 4:00 - 5:00 p.m.

Later classes will meet from 8:00 - 9:15 p.m.

Counseling Registration Dates

Check-In opens: Tuesday, October 20 at noon

Registration starts: Monday, November 2 at noon

Registration closes: Thursday, November 5 at 5 p.m.



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[Directory](#)

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Applied Behavior Analysis and Clinical Science

BACS 511: Behavior Assessment [4]

Course covers principles and practice of behavioral assessment and how behavior assessment data inform a functional analysis. Students will learn direct/indirect assessment, relevant statistical metrics, and report writing principles

BACS 512: Single Subject Design [4]

Course covers single subject experimental and quasi-experimental designs and relevant within subject statistical and graphing principles. Single subject designs will be contrasted against group designs typically employed in psychological research.

BACS 515: Clinical and Consulting Skills [4]

Course focuses on core clinical competencies including attending, listening, and diagnostic interviewing skills. Course also reviews consulting skills that facilitate effective work with families and educators as well as interdisciplinary treatment teams.

BACS 521: Experimental Analysis of Behavior [4]

Course covers basic behavioral research and operations, introducing students to such topics as: schedules of reinforcement, stimulus control, establishing operations, differential reinforcement, conditioned reinforcement, and theories of motivation.

BACS 522: Principles of Applied Behavior Analysis [4]

Course reviews clinical application of behavioral principles using research reports of specific cases. Course focuses on research surrounding the practical application of principles and techniques

BACS 530: Behavioral Medicine [4]

Course surveys the application of behavioral techniques to the management of health issues (e.g., medication compliance, healthy living, biofeedback, rehabilitative medicine, preventive medicine, and applications to public health).

BACS 531: Advanced Research Methods and Statistics [4]

This is an advanced course in comparative research design and statistics meant to illustrate similarities and differences in single subject experimental designs and group designs in behavioral research. The course emphasizes scholarly understanding of both group and single subject statistics while also helping students refine their scientific writing. .

BACS 532: Psychological Assessment and Diagnosis [4]

Course explores the science and pseudoscience behind psychological assessment. Historical treatment of psychological assessment and exposure to DSM-V will help students become conversant in basic assessment terminology.

BACS 533: Child Behavior Disorders [4]

Course explores the science and pseudoscience behind psychological assessment. Historical treatment of psychological assessment and exposure to DSM-V will help students become conversant in basic assessment terminology.

BACS 534: Adult Behavior Disorders [4]

Course explores advanced concepts in diagnosis and treatment of child behavior disorders. An emphasis is placed on doing a functional analysis, behavioral interventions, and developmental factors that impact treatment outcomes.

BACS 535: Behavior Therapies [4]

Course surveys the different forms of behavior therapy (e.g., cognitive-behavior therapy, Acceptance and Commitment therapy, exposure therapy, virtual treatments) and other behavioral techniques not considered to be applied behavior analysis.

BACS 536: Behavioral Neuroscience [4]

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

BACS 537: Behavioral Psychopharmacology [4]

Course reviews mechanisms of drug action. Students will identify behavioral effects of substance use and learn to distinguish those effects from neuropathology and behavior that results from environmental contingencies.

BACS 538: Clinical Science of Stress, Trauma, and Recovery [4]

Course reviews biological and behavioral effects of stress and traumatic stress. Focus will be on the relationship between neuroanatomical changes and adaptive coping mechanisms. Empirically supported treatment options are discussed

BACS 539: Special Topic: Seminar in Behaviorism and Clinical Science [4]

Course discusses application of science and behaviorism to mental health treatment. Focus on the dangers of pseudoscience and issues surrounding demonstration of empirically supported treatments.

BACS 541: Behavioral Interventions I: Applications [4]

Course demonstrates the operations of principles of behavior across a range of investigative areas. Topics include functional analysis, differential reinforcement, procedures to expand behavioral repertoires, and stimulus control procedures.

BACS 542: Behavioral Interventions II: Special Populations [4]

Course demonstrates advanced applications of behavioral interventions across multiple populations (e.g., special needs, medical and institutionalized patients, autistic children and adults) and settings (e.g., homes, institutions, schools).

BACS 551: Law, Ethics, and Behaviorism [4]

This course aims to develop in students competence in the law as related to behavioral interventions and a keen understanding of professional ethics.

BACS 561: Organizational Behavior, Culture, and Leadership [4]

Course reviews organizational behavior literature focusing on how leadership behaviors affect culture and organizational success. Research studies will be reviewed as major principles of organizational leadership will be covered.

BACS 613: Seminar in Radical Behaviorism [4]

Course surveys the conceptual and empirical foundations of the radical behavioral approach and contrasts it against other behavioral perspectives and mainstream assumptions of clinical psychology.

BACS 661: Professional Development I [2]

Students in this course will receive career advisement, refine professional skills, and investigate training options at the doctoral level.

BACS 662: Professional Development II [2]

Students in this course will focus on preparing for board certification and will complete a mock board certification examination. A student must pass the mock board certification examination in order to pass the course.

BACS 671: Practicum I [2]

Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 672: Practicum II [2]

Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 673: Practicum III [2]

Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 681: Thesis or Capstone I [2]

This is the first course in a two-course sequence for completing a culminating project. Students will detail research methodology and prepare a document describing planned execution of project.

BACS 682: Thesis or Capstone II [2]

This is course two in a culminating project sequence. Students will collect data or complete a capstone project that requires a high level of intellectual inquiry regarding behavioral interventions.

Name: _____

Cohort: _____

☐ Full-time ☐ Part-time ☐ Off-track

Expected Graduation: _____

Area 1: Conceptual Foundations (12 credit hours)

- ☐ Behavioral Assessment (BACS 511)
- ☐ Single Subject Experimental Design (BACS 512)
- ☐ Seminar in Radical Behaviorism (BACS 613)

Area 2: Basic Science (8 credit hours)

- ☐ Experimental Analysis of Behavior (BACS 521)
- ☐ Principles of Applied Behavior Analysis (BACS 522)

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

- ☐ Advanced Research Methods and Statistics (BACS 531)
- ☐ Psychological Assessment and Diagnosis (BACS 532)
- ☐ Child Behavior Disorders (BACS 533)
- ☐ Adult Behavior Disorders (BACS 534)
- ☐ Behavior Therapies (BACS 535)
- ☐ Behavioral Neuroscience (BACS 536)
- ☐ Behavioral Psychopharmacology (BACS 537)
- ☐ Clinical Science of Stress, Trauma, and Recovery (BACS 538)
- ☐ Special Topic: Seminar in Behaviorism and Clinical Science (BACS 539)
- ☐ Special Topic: Clinical and Consulting Skills (BACS 515)

Area 4: Application (8 credit hours)

- ☐ Behavioral Interventions I: Applications (BACS 541)
- ☐ Behavioral Interventions II: Special Populations (BACS 542)

Area 5: Law and Ethics (4 credit hours)

- ☐ Law, Ethics, and Behaviorism (BACS 551)

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

- ☐ Health Services Administration (HSA 515)
- ☐ Healthcare Budgeting and Financial Management (HSA 545)
- ☐ Any approved graduate level course not already counted toward degree requirements.

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

- ☐ Professional Development I (BACS 661, 2 credit hours, credit/no credit)
- ☐ Professional Development II (BACS 662, 2 credit hours, credit/no credit)
- ☐ Practicum I (BACS 671, 2 credit hours – 250 hours of supervised experience)
- ☐ Practicum II (BACS 672, 2 credit hours – 250 hours of supervised experience)
- ☐ Practicum III (BACS 673, 2 credit hours – 250 hours of supervised experience)

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

- ☐ Thesis or Capstone I (BACS 681, 2 credit hours)
- ☐ Thesis or Capstone II (BACS 682, 2 credit hours)

Two-year program of study (Track A)

Year 1	FALL 16 credit hours	BACS 522 Principles of Applied Behavior Analysis (4) BACS 512 Single Subject Experimental Design (4) BACS 511 Behavioral Assessment (4) BACS 551 Legal and Ethical Issues (4)
	SPRING 12 credit hours	BACS 521 Experimental Analysis of Behavior (4) BACS 541 Behavioral Interventions I: Applications (4) ELECTIVE Area 3: Clinical Science (4)
	SUMMER 10-12 credit hours	BACS 542 Behavioral Interventions II: Special Populations (4) BACS 671 Practicum I (2) BACS 681 Thesis I (2), if elected. <i>Note: student may start thesis in fall semester</i> ELECTIVE: Area 3: Clinical Science (4)
Year 2	FALL 14 credit hours	BACS 613 Seminar in Radical Behaviorism (4) BACS 661 Professional Development I (2) BACS 672 Practicum II (2) BACS 681 Thesis I (2) or BACS 682 -- Thesis II (2) ELECTIVE Area 6: Elective/Cognates (4)
	SPRING 8-10 credit hours	BACS 662 Professional Development II (2) BACS 673 Practicum III (2) BACS 682 Thesis II (2), if necessary (2) ELECTIVE Area 6: Elective/Cognates (4)

Three-year program of study (Track B)

Year 1	FALL 12 credit hours	BACS 522 Principles of Applied Behavior Analysis (4) BACS 512 Single Subject Experimental Design (4) BACS 551 Legal and Ethical Issues (4)
	SPRING 8 credit hours	BACS 521 Experimental Analysis of Behavior (4) BACS 541 Behavioral Interventions I: Applications (4)
	SUMMER 8 credit hours	BACS 542 Behavioral Interventions II: Special Populations (4) ELECTIVE: Area 3: Clinical Science (4)
Year 2	FALL 8 credit hours	BACS 511 Behavioral Assessment (4) BACS 613 Seminar in Radical Behaviorism (4)
	SPRING 8 credit hours	ELECTIVE Area 6: Elective/Cognates (4) ELECTIVE Area 3: Clinical Science (4)
	SUMMER 2-4 credit hours	BACS 671 Practicum I (2) BACS 681 Thesis I (2), if elected. <i>Note: student may start thesis in fall semester</i>
Year 3	FALL 10 credit hours	BACS 661 Professional Development I (2) BACS 672 Practicum II (2) BACS 681 Thesis I (2) or BACS 682 -- Thesis II (2) ELECTIVE Area 6: Elective/Cognates (4)
	SPRING 4-6 credit hours	BACS 662 Professional Development II (2) BACS 673 Practicum III (2) BACS 682 Thesis II (2), if necessary (2)
	SUMMER	<i>Completion of any remaining degree requirements that may have been deferred</i>

Clinical Mental Health Counseling

CPY 510 Foundations in Clinical Mental Health Counseling [3]

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

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

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

CPY 520 Group Dynamics and Process [3]

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

CPY 525 Counseling Theories and Practice [3]

This course focuses on the development of fundamental counseling skills. In addition to in-class presentation and skill demonstration, students are involved in laboratory and supervision meetings designed to facilitate skill development. Course content includes counseling process models, critical dimensions of helping, and experiences designed to assist students in the formulation of a personal philosophy system of counseling. A grade of B- is required in the course to enroll in PSY 680. Students who do not earn a minimum grade of B- on the second attempt of this course will not be allowed to continue the program.

CPY 530 Theories of Personality [3]

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

CPY 535 Career and Lifestyle Development [3]

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

CPY 538 Multicultural and Social Justice Counseling [3]

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

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

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

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

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

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

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

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

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

CPY 560 Community Counseling and Crisis Intervention [3]

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

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

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

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

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

CPY 602 Human Growth and Development [3]

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

CPY 603 Addictive Disorders [3]

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

CPY 699 Master Therapist Series [0]

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

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

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

PSY 660: Pre-Practicum in Mental Health Counseling [1]

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

PSY 661: Pre-Practicum in Social Justice and Advocacy [1]

This pre-practicum course introduces graduate counseling students to professional social justice and advocacy roles through service learning in community organizations and agencies. Students are expected to

participate in 100 hours of social justice fieldwork experience during their second year in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. Students enroll in this course in the spring term prior to the semester of enrollment in PSY 680: Practicum and Internship I in a Clinical Mental Health Setting. The course is graded as credit/no-credit.

PSY 680 Practicum and Internship I in a Clinical Mental Health Setting [5]

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

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

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

ELECTIVES

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

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

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

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

CPY 562 Counseling Children and Adolescents [3]

Examination of specific approaches and strategies for working with children and adolescents in school, private practice, and agency settings are the focus of this course. Specific concerns such as discipline, substance abuse, school violence, eating disorders, child abuse, self-esteem, grief, and divorce are addressed. Play therapy, individual and group approaches, prevention strategies, innovative programming, and relevant techniques are included. Prerequisite: CPY 525 and CPY 550.

CPY 599 Independent Study [1-3]

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

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

The Counseling Institute is designed as an intensive format to study a particular professional topic. The

Institute provides training, professional development, and personal awareness. The format is both didactic and experiential. The design affords the opportunity for participants to accommodate both personal growth and clinical/professional objectives.

CPY 660 Clinical Hypnosis [1-5]

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

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

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

CPY 662 College Counseling and Outreach [2]

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

CPY 663: Mindfulness in Counseling and Psychotherapy [1-3]

Primary focus of the course is on the development of the mindful counselor through a survey of relevant mindfulness literature, principles, and practices. Students participate in an eight week, in-class, experiential mindfulness-based stress reduction workshop designed for therapists. Course also includes an exploration of neuroscience and mindfulness along with a review of the use of mindfulness principles and practices with several clinical issues. This course is highly interactive and requires full engagement in classroom experiential activities and mindfulness practices.

CPY 664 Student Development Theory and Field Experience [2]

An overview of historical, philosophical, and theoretical foundations of student development in a multicultural society. Students will engage in a theory-to-practice 75-hour field experience in one area of student development.

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

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

peace work. Classroom simulations and experiential exercises are core elements of this course.

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

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

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

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

PSY 682 Practicum in Group Counseling [0]

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

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

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

The required curriculum meets the education requirements for licensure as a mental health counselor in the state of Florida. The program can be completed on either a three-year or four-year plan, shown below. Courses typically meet one night per week, from either 4:00-6:30 p.m. or 6:45-9:15 p.m. and must be taken in the assigned sequence. Each course is three credit hours, unless otherwise noted.

CPY 510	Foundations in Clinical Mental Health Counseling
CPY 515	Fundamentals of Statistics, Research, and Program Evaluation
CPY 520	Group Dynamics and Process
CPY 525	Counseling Theories and Practice
CPY 530	Theories of Personality
CPY 535	Career and Lifestyle Development
CPY 538	Multicultural and Social Justice Counseling
CPY 540	Advanced Theory and Practice of Group Counseling
CPY 545	Legal, Professional, and Ethical Issues in Counseling
CPY 550	Dynamics of Marriage, Relationship, and Family Systems
CPY 555	Family and Relationship Counseling: Theory and Therapeutic
CPY 565	Individual/Group Assessment and Treatment Planning
CPY 603	Addictive Disorders
CPY 601	Human Sexuality: Therapy, Counseling Theory and Techniques
CPY 602	Human Growth and Development
PSY 551	Psychopathology: Diagnosis and Assessment of Abnormal Behavior Modalities
CPY 560	Community Counseling and Crisis Intervention
PSY 660	Pre-practicum in Mental Health Counseling [1 credit]
PSY 661	Pre-practicum in Social Justice Advocacy [1 credit]
PSY 680	Practicum and Internship I in a Clinical Mental Health Setting [5 credits]
PSY 695	Internship II in a Clinical Mental Health Setting [5 credits]
CPY 699	Master Therapist Series [0 credits]

THREE-YEAR PROGRAM OF STUDY

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 510	CPY 525	CPY 540
CPY 515	CPY 530	CPY 545
CPY 520	CPY 565	CPY 603
	PSY 660	
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 538	CPY 555	CPY 535
CPY 550	CPY 601	CPY 560
PSY 551	CPY 602	PSY 660
	PSY 661	
<u>Fall</u>	<u>Spring</u>	
PSY 680	PSY 695	
	CPY 699	

FOUR-YEAR PROGRAM OF STUDY

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 510	CPY 525	CPY 540
CPY 520	CPY 530	CPY 545
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 515	CPY 565	CPY 603
CPY 538	CPY 602	
	PSY 660	
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 550	CPY 555	CPY 535
PSY 551	CPY 601	CPY 560
	PSY 661	
<u>Fall</u>	<u>Spring</u>	
PSY 680	PSY 695	
	CPY 699	

The required curriculum meets the education requirements for licensure as a mental health counselor in the state of Florida. The program can be completed on either a three-year or four-year plan, shown below. Courses typically meet one night per week, from either 4:00-6:30 p.m. or 6:45-9:15 p.m. and must be taken in the assigned sequence. Each course is three credit hours, unless otherwise noted.

CPY 510	Foundations in Clinical Mental Health Counseling
CPY 515	Fundamentals of Statistics, Research, and Program Evaluation
CPY 520	Group Dynamics and Process
CPY 525	Counseling Theories and Practice
CPY 530	Theories of Personality
CPY 535	Career and Lifestyle Development
CPY 538	Multicultural and Social Justice Counseling
CPY 540	Advanced Theory and Practice of Group Counseling
CPY 545	Legal, Professional, and Ethical Issues in Counseling
CPY 550	Dynamics of Marriage, Relationship, and Family Systems
CPY 555	Family and Relationship Counseling: Theory and Therapeutic
CPY 565	Individual/Group Assessment and Treatment Planning
CPY 603	Addictive Disorders
CPY 601	Human Sexuality: Therapy, Counseling Theory and Techniques
CPY 602	Human Growth and Development
CPY 560	Community Counseling and Crisis Intervention
PSY 551	Psychopathology: Diagnosis and Assessment of Abnormal Behavior Modalities
PSY 660	Pre-practicum in Counseling and Social Justice Advocacy [1 credit]
PSY 680	Practicum and Internship I in a Clinical Mental Health Setting [5 credits]
PSY 695	Internship II in a Clinical Mental Health Setting [5 credits]
CPY 699	Master Therapist Series [0 credits]

THREE-YEAR PROGRAM OF STUDY

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 510	CPY 525	CPY 540
CPY 515	CPY 530	CPY 545
CPY 520	CPY 565	CPY 603
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 538	CPY 555	CPY 535
CPY 550	CPY 601	CPY 560
PSY 551	CPY 602	
	PSY 660	
<u>Fall</u>	<u>Spring</u>	
PSY 680	PSY 695	
	CPY 699	

FOUR-YEAR PROGRAM OF STUDY

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 510	CPY 525	CPY 540
CPY 515	CPY 530	CPY 545
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 515	CPY 565	CPY 603
CPY 538	CPY 602	
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CPY 550	CPY 555	CPY 535
PSY 551	CPY 601	CPY 560
	PSY 660	
<u>Fall</u>	<u>Spring</u>	
PSY 680	PSY 695	
	CPY 699	

Graduate Education

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 infused course.

EDU 503 Philosophical Perspectives on Education [3]

An application of analytical techniques to various classical and contemporary writings in the philosophy of education. Readings reflect various educational philosophies and may include selections from Plato, Aristotle, Pestalozzi, Kant, Froebel, Rousseau, Dewey, Whitehead, and Russell.

EDU 504 Psychological Foundations of Education [3]

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

EDU 510 Teaching in a 21st Century Classroom [3]

This course offers the students a firsthand study of the components of a 21st century classroom. They will learn about cutting-edge techniques, software, hardware, and learning styles of today's digital native.

EDU 511 Teaching Writing in Elementary Schools [3]

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

EDU 512 Strategies for Instruction, Learning and Classroom Management with Diverse Elementary Learners [3]

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

EDU 513 Curriculum and Assessment with Diverse Learners [3]

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

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

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

EDU 517L Field Experience in Secondary Education [1.5]

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 Strategies for Instruction, Learning, and Classroom Management with Diverse Secondary Learners [3]

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

EDU 533 Student Teaching: Elementary [9]

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

EDU 534 Student Teaching: Secondary [9]

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

EDU 535 Content Area Reading in Secondary Schools [3]

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

EDU 536 Research in Education [3]

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

EDU 540 Seminar in Classroom Management [3]

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

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

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

EDU 545 Orientation to International Studies [1]

This course serves as an orientation to a field study. Students will read, write, view videos, and discuss the culture, people, geography, history, politics, religions, education and economy of the country where the field study will take place. This course is a prerequisite to selected field studies. Instructor approval required.

EDU 546F International Field Study [3]

EDU 547 Global Perspectives on Education [3]

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

EDU 550 Motivation in Education [3]

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

EDU 567 Inclusive Schools and Communities [3]

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

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

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

EDU 576 Advanced Reading Strategies [3]

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

EDU 578 Children's Literature Institute [3]

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

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

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

EDU 581 Child Study Skills for Primary Education [3]

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

EDU 582 Foundations of Primary Education Curriculum [3]

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

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

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

EDU 587 Child Development [3]

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

EDU 590 Special Topics in Education [3]

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

EED 519 Integrated Arts in the Elementary School [3]

This course provides the prospective teacher with the knowledge, skills, and the disposition to integrate Music and Art into the education of elementary school children.

EED 555 Elementary Methods for Foreign Language [2]

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

EED 563 Teaching Mathematics in Elementary School [3]

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

EED 563L Elementary School Mathematics Lab [1]

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

EED 564 Teaching Elementary School Science [3]

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

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

Designed to expand teachers knowledge of basic physical science principles, increase interest and confidence in teaching science, and provide participants with a series of activities that can be incorporated

into the science curriculum. The classes will involve lectures and discussions, but a significant portion of the class time will be spent performing laboratory exercises.

EED 566 Teaching Elementary School Social Studies [3]

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

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

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

MUS 510 Technological Trends and Media Resources for the Educator [3]

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

MUS 551 Practical Music Theory for the Working Musician [3]

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

MUS 560 World Music [3]

A survey of the variety of music from around the globe. Emphasis on social aspects of different cultures music, and familiarity with various methods and instruments that make each country's music both unique and universal.

MUS 561 Music History and Performance Practice [3]

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

MUS 580 Performance Literature: Choral/Instrumental [3]

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

MUS 586 Technological Trends and Media Resources for the Educator [3]

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

RED 509 Foundations of Reading [3]

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

RED 568 Differentiation in Language Arts and Content Area Instruction [3]

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

RED 569 Research-Based Practices in Reading and Language Arts

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

RED 575 Diagnostic Techniques in Reading [3]

This course examines a variety of testing available to classroom teachers to diagnose and improve reading instruction. Students will administer diagnostic instruments and design and implement curriculum to improve the students reading skills. Prerequisite/Corequisite: RED 509.

RED 577 Demonstration of Accomplishment in Reading: Elementary [3]

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

The Master of Arts in Teaching: Elementary Education is a state-approved teacher education program that leads to initial teacher certification in Elementary Education/ESOL/Reading (K-6). Each course is three credit hours, unless otherwise noted.

PROFESSIONAL EDUCATION REQUIREMENTS

EDU 501	Sociological Foundations of Education
EDU 504	Psychological Foundations of Education
EDU 512	Strategies for Instruction, Learning, & Classroom Mgmt with Diverse Elem Learners
EDU 513	Curriculum and Assessment with Diverse Learners
EDU 533	Student Teaching: Elementary [6]
EDU 540	Seminar in Classroom Management
EDU 580	The Multicultural Classroom: Issues in Cross-Cultural Communication and Understanding

ELEMENTARY SPECIALIZATION REQUIREMENTS

EED 563	Teaching Mathematics in Elementary School
EED 563L	Elementary School Mathematics Lab [1]
EED 564	Teaching Elementary School Science
EED 566	Teaching Elementary School Social Studies

READING SEQUENCE

RED 509	Foundations of Reading
RED 569	Research-Based Practices in Reading & Language Arts
RED 575	Diagnostic Techniques in Reading
RED 568	Differentiation in Language Arts and Content Area Instruction
RED 577	Demonstration of Accomplishment in Reading

SAMPLE FIVE-SEMESTER TRACK

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
9 credits	9 credits	6 credits
EDU 504*	EDU 501*	RED 569*
EDU 513	EDU 512	EDU 580"
EED 564	EED 566	
RED 509*	RED 568*	
<u>Fall</u>	<u>Spring</u>	
10 credits	9 credits	
RED 575*	EDU 533	
EED 563	EDU 540	
EED 563L		
RED 577		

SAMPLE SEVEN-SEMESTER TRACK

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
9 credits	9 credits	3 credits
EDU 504*	EDU 501*	RED 569*
EED 564	EDU 512	
RED 509*	EED 566	
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
10 credits	6 credits	3 credits
RED 575*	RED 568*	EDU 580"
EED 563	RED 577	
EED 563L		
EDU 513		
<u>Fall</u>		
9 credits		
EDU 533		
EDU 540		

* blended course (25-49% reduced seat time)

The Master of Arts in Teaching: Music is a state-approved teacher education program. Student who complete the program are eligible for a Florida Professional Teaching Certificate in Music (K-12). Each course is three credit hours, unless otherwise noted.

PROFESSIONAL EDUCATION REQUIREMENTS

EDU 501	Sociological Foundations of Education
EDU 504	Psychological Foundations of Education
EDU 513	Curriculum and Assessment with Diverse Learners
EDU 517	Teaching Music in the Secondary School
EDU 517L	Field Experience in Secondary Education [1]
EDU 522	Strategies for Instruction, Learning, and Classroom Mgmt with Diverse Secondary Learners
EDU 534	Student Teaching: Secondary [9]
EDU 535	Content Area Reading in Secondary School
EDU 540	Seminar in Classroom Management
EDU 580	The Multicultural Classroom: Issues in Cross-cultural Communication and Understanding
EED 519	Integrated Arts in the Elementary School

MUSIC SPECIALIZATION REQUIREMENTS

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

Health Services Administration

HSA 515 Principles of Health Services Administration (4)

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

HSA 520 Essentials of Health Behavior and Health Promotion (4)

This course addresses the behavior models of health and disease, the social barriers to care and the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel, as well as in the organizations in which they work.

HSA 530 Health Law, Ethics and Social Issues (4)

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

HSA 540 Applied Biostatistics and Research for Health Services (4)

This course provides a survey of fundamental statistical concepts and advantageous techniques related to the practice of health services administration. Methods of data collection, management, presentation, and descriptive and inferential statistical analysis are included, as well as basic research methodology theory as applied to health services administration.

HSA 610 Healthcare Leadership and Human Resources (4)

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

HSA 630 Internship/Field Experience (4)

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

HSA 635 Performance, Quality Assurance, and Utilization Review (4)

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

HSA 640 Managed Care, Financing, and Delivery of Health Services (4)

This course provides a comprehensive overview of the organization of the health care system and the proposals for system reform. It addresses health care policy and financing in the public and private sectors, managed care, gaps in the system, and the integration of financing and delivery mechanisms. It will examine professional practice including medical decision-making and the practice pattern of healthcare providers.

HSA 645 Healthcare Budgeting and Financial Management (4)

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

HSA 650 Strategic Planning and Marketing in Health Services (4)

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

HSA 655 Health Information Systems and Management (4)

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

HSA 660 Special Topics in Health Services Administration (1-4)

Course focuses on analysis and discussion of interesting and contemporary topics with reviews of published literature in health services administration. Invited speakers and faculty will present issues for discussion and review, and fellow students will present the results of their research papers or projects.

HSA 665 Long-Term Care Facility Management (4)

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

HSA 670 LTC Internship/Field Experience (4)

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

The required curriculum ranges from a 44 credit hour minimum to 48 hour maximum. The curriculum is developed based on recommendations from the Commission on Accreditation of Healthcare Management Education (CAHME). In the Special Topics course each semester, students will be exposed to professionals in the healthcare community. They will hear about current issues and professional development components. This class meets monthly on Friday night, and other courses meet every other Saturday from 9am-12pm and 1pm-4pm.

Each course is four credit hours, unless otherwise noted. Each candidate will undergo review of their application materials to determine if they will need to take the Internship.

Year 1	FALL 9 credit hours	HSA 515 HSA 520 HSA 660	Principles of Health Services Administration (4) Essentials of Health Behavior in Delivery of Care (4) Special Topics in Health Services Administration (1)
	SPRING 9 credit hours	HSA 530 HSA 540 HSA 660	Health, Law, Ethics and Social Issues (4) Applied Biostatistics and Research for Health Services (4) Special Topics in Health Services Administration (1)
	SUMMER 8-12 credit hours	HSA 610 HSA 635 HSA 630	Healthcare Leadership and Human Resources (4) Performance, Quality Assurance and Utilization Review (4) Internship/Field Experience (4) <i>*If required.</i>
Year 2	FALL 9 credit hours	HSA 640 HSA 645 HSA 660	Managed Care, Financing and Delivery of Health Services (4) Healthcare Budgeting and Financial Management (4) Special Topics in Health Services Administration (1)
	SPRING 9 credit hours	HSA 650 HSA 655 HSA 660	Strategic Planning and Marketing in Health Services (4) Health Information Systems and Management (4) Special Topics in Health Services Administration (1)

Total 44-48 credit hours (only variation is internship)

*HSA 630 can be taken during the Year 1 Summer semester or either semester during Year 2.

Human Resources

MHR 500: Strategic Human Resource Management [4]

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

MHR 501: International Human Resource Management [4]

Explores the problems of managing HR in a cross-national firm. Deals with issues of global strategy, cross-cultural management, international assignments, immigration, workforce mobility, and integration of cross-national HR practices. Course is taught from a managerial perspective using case studies.

MHR 505: Training and Development [4]

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

MHR 510: Organizational Change and Development [4]

Organization Development (OD) is the process of applying social science principles to the workplace to bring about planned organizational change. Focuses on developing new approaches to organizational problems and providing for the psychological wellbeing of organizational members. Addresses interventions at the personal, group, and system levels.

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

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

MHR 522: Organizational Behavior [4]

Foundations for understanding individual and group behavior with applications to managerial problem solving. Topics will include individual behavior, perception, motivation, group behavior, group dynamics, leadership, communication, and stress.

MHR 523: Finance for HR Professionals [4]

Provides a basic overview of accounting and finance. Focuses on the theories, concepts, and practices HR professionals need to know in order to understand accounting and financial statements, communicate with accounting and finance people, and manage the accounting and financial aspects of their HR programs.

MHR 532: Succession Management [4]

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

MHR 538: HR Leadership [4]

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

MHR 540: Management Consulting [4]

Focuses on consulting tools, processes, and strategies for establishing relationships, analyzing problems, recommending solutions, and evaluating effectiveness. Course will discuss the planning, marketing, and management of the consulting firm as well as the assignment.

MHR 542: Team Building [4]

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

MHR 543: Employee Relations [4]

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

MHR 544: Conflict Management [4]

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

MHR 545: Troubled Employees [4]

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

MHR 553: Employment and Labor Law [4]

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

MHR 557: Compensation Management [4]

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

MHR 559: Performance Management [4]

The design and operation of work systems. Course content includes setting performance objectives, designing performance systems and processes, engineering and re-engineering work processes, evaluating results, and conducting performance appraisals. The course will be taught from a managerial perspective

using the case method to focus on issues of productivity, quality, and cost control.

MHR 590: Special Topics [4]



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

MHR 591: SHRM National Conference [4]

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

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

MHR 625: Emerging Issues in HRM [4]

Examines trends, directions, phenomena, issues, and problems affecting human resources, HR management, and the HR profession. Issues may include HR roles, HR service delivery, organizational structures, professional preparation, technology, knowledge base, globalization, and the  human  in human resources.

MHR 670: Independent Research [2-6]

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

MHR 673: Independent Project [2-6]

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

MHR 675: Internship [2-6]

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

MHR 677: Thesis [4-8]

Students conduct an original research project on a topic of interest. The thesis may count as one or two courses. Prerequisite: approval of a faculty committee.

The curriculum includes 24 hours of required course and 16 hours of electives. The program can be completed on either a two-year or three-year plan, shown below. Courses typically meet one night per week, from 6:45-9:15 p.m. and must start their core curriculum with MHR 500 and MHR 515 in the fall term. Each course is four credit hours, unless otherwise noted. Courses with an asterisk indicate core classes in the program.

MHR 500	Strategic Human Resources Management*
MHR 501	International HRM
MHR 505	Training and Development
MHR 510	Organizational Change and Development*
MHR 515	Recruitment, Selection, and Retention*
MHR 522	Organizational Behavior
MHR 532	Succession Management
MHR 538	HR Leadership*
MHR 540	Management Consulting*
MHR 542	Team Building
MHR 543	Employee Relations
MHR 544	Conflict Management
MHR 545	Troubled Employees
MHR 557	Compensation Management
MHR 559	Performance Management
MHR 590	Special Topic Course
MHR 591	SHRM National Conference
MHR 610	Managing the HR Department
MHR 625	Emerging Issues in Human Resources Management
MHR 670	Independent Research (2-6 credits)
MHR 673	Independent Project (2-6 credits)
MHR 675	Internship (2-6 credits)
MHR 677	Thesis (4-8 credits)

TWO-YEAR PROGRAM OF STUDY

<u>Fall 2015</u>	<u>Spring 2016</u>	<u>Summer 2016</u>
MHR 500	MHR 510	MHR Elective
MHR 515	MHR 553	MHR Elective
 <u>Fall 2016</u>	 <u>Spring 2017</u>	
MHR 538	MHR 540	
MHR Elective	MHR Elective	

THREE-YEAR PROGRAM OF STUDY

<u>Fall 2015</u>	<u>Spring 2016</u>	<u>Summer 2016</u>
MHR 500	MHR 510	MHR Elective
MHR 515	MHR 553	
 <u>Fall 2016</u>	 <u>Spring 2017</u>	 <u>Summer 2017</u>
MHR 538	MHR 540	MHR Elective
	MHR Elective	
 <u>Fall 2017</u>	 <u>Spring 2018</u>	
MHR	MHR Elective	
Elective		

Liberal Studies

[Topic descriptions are listed at the end.](#)

MLS 505 Aesthetics and Politics of Art [4]

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

MLS 506 Medieval Times [4]

This course celebrates the writings of the major authors of the medieval period. Topics include virgins, vixens, and cuckolds; forms of persecution and prosecution; and the bestselling book in the world.

MLS 515M Goethe's Faust: Making a Bargain with a Devil [2]

Johann Wolfgang von Goethe spent his entire life grappling with issues wrapped up with the legend of Faust and his bargain with Mephistopheles. This course will shift each week to focus on differing perspectives from which to approach this most famous work of German literature. We will investigate Goethes work from diverse points of view including: a. Goethes sources for the drama b. the works dramatic structure c. Goethe and developments in natural science d. infanticide e. magic and the black arts f. the divided nature of human beings g. the influence of Faust on other works of art.

MLS 516M James Joyce: Inventing the Modern Novel [2]

When the Modern Library listed James Joyces Ulysses as the best English language novel of the twentieth century-and his Portrait of an Artist as the third best one-it was simply endorsing the widespread belief that Joyce had not only invented the modern novel but created two of the centurys most enduring works. This Masterwork class will begin with The Dead, the final story of Dubliners and Joyces example of a beautifully crafted traditional short story. We will then discuss Portrait, the autobiographical coming-of-age novel which first introduced his experimental approach, and, finally, begin a conversation about Ulysses, a novel so rich that no one has ever claimed to master it.

MLS 542 Manets Olympia [4]

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

MLS 551M Teach and Learning Humanities [2]

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

MLS 553M The Great Gatsby [2]

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

MLS 556M Conceptions of Justice [2]

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

MLS 571M Faulkners *Absalom, Absalom!* [2]

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

MLS 574 Spirit of the Counter-Reformation in Art and Music [4]

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

MLS 576 Existential and Humanistic Psychology [4]

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

MLS 579 Chaucers *Canterbury Tales* [4]

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

MLS 580 Psychology of Religious Experience [4]

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

MLS 580M Masterworks Independent Study [2]

Please refer to Independent Study Guidelines for approval procedure.

MLS 581 The Designer as Social Critic: Activism and the Arts and Crafts Movement [4]

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

MLS 582M Masterworks Independent Study Abroad [2]

Please refer to Independent Study Guidelines for approval procedure.

MLS 583 Modern Theories of Personality [4]

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

MLS 587 Picturing War [4]

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

MLS 588 The Art of Landscape Design: From Renaissance Garden to Green City [4]

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

MLS 590 American Civil Liberties [4]

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

MLS 591M The What, Why and How of Art [2]

The course introduces students to the foundations of visual art through the exploration of modern and contemporary art works as well as hands-on studio work. No previous art courses are required. The course will incorporate exhibitions at the Cornell Fine Arts Museum and other Central Florida art venues.

MLS 592 Rococo to Revolution: Gender, Race, and Power in 18th-Century French Art [4]

This course examines the dramatic changes that took place in French 18th-century visual culture, focusing

on issues of gender, race, and power. Visual culture includes not only art and architecture, but fashion, interior decoration, and landscape gardening. We will explore representations of kingship and queenship, womens empowerment within the restrictions of 18th-century gender roles, and images of slavery in an age of liberty, among other areas.

MLS 597M Psychology Gets Religion [2]

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

MLS 599M Italy in the High Middle Ages [2]

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

MLS 602 The Human Order [4]

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

MLS 603 Religion and Western Culture [4]

The society that emerged from the ruins of the Roman Empire brought together classical, Germanic, and Christian elements to forge a new western European culture. This course traces the interaction of these strands through an examination of religion, social and political development, and changes in the arts. Students will examine the medieval synthesis in which religious concerns predominated, explore the factors that lead to its breakdown, and enhance their research skills at the graduate level.

MLS 604 The Origins of Modernity [4]

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

MLS 605 Milestones of Modern Science [4]

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

MLS 606 Masterpieces of Modern Literature [4]

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

MLS 680 Independent Study [4]

Please refer to Independent Study Guidelines for approval procedure.

MLS 681 Internship Guidelines [2, 4, or 6]

Please refer to Independent Study Guidelines for approval procedure.

MLS 682 Independent Study Abroad [4]

Please refer to Independent Study Guidelines for approval procedure.

MLS 690 Thesis Project [4]

The culmination of the degree program is the completion of a thesis project. Working under the direction of a faculty mentor and with the support of a liberal studies seminar, students apply the knowledge they have acquired in the program in designing and executing a final project. The project may be a research study or a creative work supported by a critical or theoretical essay. Refer to section entitled Thesis Project for guidelines and additional information.

MLS 691 Thesis Extension [4]

Students who have not completed the thesis requirement by the end of the semester must register and pay for MLS 691 Thesis Extension (at the billing rate of two credits). Continuous enrollment in MLS 691, during the fall and spring terms only, is expected until the thesis is completed. Refer to section entitled Thesis Project for guidelines and approval process.

Topic Courses not noted in catalog

MLS 515 Roots, Rock and Rap - taught Fall 2016

Roots, Rock and Rap: The Evolution of Popular Music from 1950 to the Present.

An in depth examination of the socio-political, economic and technological factors that influenced the evolution of the music and the artists of popular music from 1950 to the Present.

Matriculated students in each entering class pursue the core courses together, so they may achieve a common ground of knowledge and a strong sense of community. The program begins in the fall term each year, however once a student is accepted into the program, they may take an elective or masterworks course as a degree-seeking student prior to the fall. The program can be completed on either a three-year or four-year plan, shown below. Courses typically meet one night per week, 6:45-9:15 p.m. and must be taken in the assigned sequence. Each course is four credit hours, unless otherwise noted.

MLS 602	The Human Order
MLS 603	Religion and Western Culture
MLS 604	Origins of Modernity
MLS 605	Milestones of Modern Science
MLS 606	Masterpieces of Modern Literature
MLS 580M	Masterworks Independent Study (2 credits)
MLS 582M	Masterworks Independent Study Abroad (4 credits)
MLS 680	Independent Study (2-4 credits)
MLS 681	MLS Internship
MLS 682	Independent Study Abroad (4 credits)
MLS 690	Thesis Project*

*Students must complete a minimum of 10 courses (40 hours) before enrolling for the Thesis Project

Elective Courses:

In addition to the six core courses, student choose six elective courses (4 credits) or an equivalent number of masterworks courses (2 credits) to complete the program. Students may select these courses during the fall, spring, and summer terms.

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

THREE-YEAR PROGRAM OF STUDY

<u>Fall 2015</u> MLS 602 MLS Elective or Masterworks	<u>Spring 2016</u> MLS 603 MLS Elective or Masterworks
<u>Fall 2016</u> MLS 604 MLS Elective or Masterworks	<u>Spring 2017</u> MLS 605 MLS Elective or Masterworks
<u>Fall 2017</u> MLS 606	<u>Spring 2018</u> MLS 690

FOUR-YEAR PROGRAM OF STUDY

<u>Fall 2015</u> MLS 602	<u>Spring 2016</u> MLS 603	<u>Summer 2016</u> MLS Elective or Masterworks
<u>Fall 2016</u> MLS 604	<u>Spring 2017</u> MLS 605	<u>Summer 2017</u> MLS Elective or Masterworks
<u>Fall 2017</u> MLS 606	<u>Spring 2018</u> MLS Elective or Masterworks	<u>Summer 2017</u> MLS Elective or Masterworks
<u>Fall 2018</u> MLS 690		