



# OGLETHORPE UNIVERSITY

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## Table of Contents

1. [Definitions, Conventions, Disclaimers and Overarching Policy Statements Relevant to this \*Bulletin\* and its Contents](#)
  - 1.1. [Definitions](#)
  - 1.2. [Disclaimer Regarding Student Responsibilities](#)
  - 1.3. [Timelines Associated with Developing and Modifying Courses, Academic Programs, Policies, Procedures and Requirements](#)
  - 1.4. [Publishing the \*Bulletin\*](#)
2. [University Information and Institutional Policies, Procedures and Requirements](#)
  - 2.1. [About Oglethorpe University](#)
  - 2.2. [Mission Statement](#)
  - 2.3. [Goals of an Oglethorpe University Education](#)
  - 2.4. [Accreditation](#)
  - 2.5. [Overarching Organizational Structure](#)
  - 2.6. [Institutional Policies, Procedures and Requirements](#)
    - 2.6.1. [Disclosures Required by Federal and State Laws](#)
    - 2.6.2. [Equal Opportunity Policy](#)
      - 2.6.2.1. [Equal Employment Opportunity \(EEO\) Policy](#)
      - 2.6.2.2. [Disability Programs and Services](#)
      - 2.6.2.3. [Policy Prohibiting Discrimination, Harassment and Retaliation](#)
    - 2.6.3. [Additional Policies, Statements and Requirements Related to Conduct of Various Members of the Campus Community](#)
      - 2.6.3.1. [Civility Statement](#)
      - 2.6.3.2. [Code of Student Conduct \(see \[Sec. 11.3.\]\(#\)\)](#)
      - 2.6.3.3. [Consensual Relationship Policy](#)
      - 2.6.3.4. [Ongoing Requirement for Students to Report on Disciplinary and Criminal Matters](#)
    - 2.6.4. [Policies and Statements Pertaining Specifically to the Academic Enterprise](#)
      - 2.6.4.1. [Academic Freedom and Responsibility](#)
      - 2.6.4.2. [Honor Code \(see \[Sec. 10.\]\(#\)\)](#)
      - 2.6.4.3. [Policy on Intellectual Property Rights](#)
      - 2.6.4.4. [United States Copyright Law Requirements](#)
      - 2.6.4.5. [Institutional Review Board \(IRB\) Information and Procedures](#)
    - 2.6.5. [Policies Relating to Digital Media, Information and Communication](#)
      - 2.6.5.1. [University Communication Policy](#)
      - 2.6.5.2. [Policy on Computing Ethics, E-mail and Computer Use](#)
    - 2.6.6. [Parking, Driving and Vehicle Registration Policies and Regulations](#)
    - 2.6.7. [Student Records](#)
    - 2.6.8. [Family Educational Rights and Privacy Act \(FERPA\)](#)
    - 2.6.9. [General Policies for Handling Complaints and Requests for Variances, Waivers and Appeals](#)
3. [Admission](#)
  - 3.1. [General Undergraduate Admission Information](#)
  - 3.2. [Traditional Undergraduate \(TU\) Admission](#)
    - 3.2.1. [Freshmen Applicants](#)
    - 3.2.2. [Transfer Applicants](#)

- 3.2.3. [Articulation Agreements \(Freshmen and Transfer Applicants\)](#)
- 3.2.4. [International Students \(Freshman and Transfer Applicants\)](#)
- 3.3. [Evening Degree Program \(EDP\) Admission](#)
- 3.4. [Admission for Non-Degree Seeking Students](#)
  - 3.4.1. [Joint Enrollment](#)
  - 3.4.2. [Transient](#)
  - 3.4.3. [Special Status](#)
  - 3.4.4. [Audit](#)
- 3.5. [Additional Policies of Interest to all Undergraduate Applicants \(TU, EDP and Non-Degree Seeking\)](#)
- 3.6. [Graduate Admission](#)
  - 3.6.1. [Master of Arts in Teaching \(MAT\)](#)
- 3.7. [Additional Admission Policies](#)
  - 3.7.1. [Admission Appeal](#)
  - 3.7.2. [Admission Deferral](#)
  - 3.7.3. [Admission Reactivation](#)

#### **4. [Financial and Financial Aid Information](#)**

- 4.1. [Tuition and Fees](#)
  - 4.1.1. [Tuition](#)
  - 4.1.2. [Room and Board](#)
  - 4.1.3. [Fees](#)
- 4.2. [Statement of Account](#)
- 4.3. [Financial Obligations](#)
  - 4.3.1. [Employer Reimbursement](#)
  - 4.3.2. [Tuition Exchange and Waiver Benefits for Employees and Their Dependents](#)
- 4.4. [Payment Options](#)
- 4.5. [Financial Aid](#)
  - 4.5.1. [Merit-Based Oglethorpe Scholarships](#)
    - 4.5.1.1. [James Edward Oglethorpe Scholarships](#)
    - 4.5.1.2. [Civic Engagement Scholarships](#)
    - 4.5.1.3. [Georgia Shakespeare Scholarships](#)
    - 4.5.1.4. [Additional Substantial Merit-Based Awards](#)
    - 4.5.1.5. [International Baccalaureate \(IB\) Scholarships](#)
    - 4.5.1.6. [Freshman Choral and Music Performance Awards](#)
  - 4.5.2. [Oglethorpe Need-Based Grants](#)
  - 4.5.3. [Oglethorpe Endowed Scholarships](#)
  - 4.5.4. [Oglethorpe Annual Scholarships](#)
  - 4.5.5. [State Assistance for Undergraduate Students \(TU and EDP\)](#)
    - 4.5.5.1. [HOPE Scholarships](#)
    - 4.5.5.2. [Zell Miller Scholarships](#)
    - 4.5.5.3. [Georgia Tuition Equalization Grants](#)
  - 4.5.6. [Federal Assistance for Undergraduate Students Only \(TU and EDP\)](#)
    - 4.5.6.1. [Federal Pell Grant](#)
    - 4.5.6.2. [Federal Supplemental Educational Opportunity Grants](#)
  - 4.5.7. [Federal Assistance for All Students, Both Undergraduate \(TU and EDP\) and Graduate \(MAT\)](#)
    - 4.5.7.1. [Federal Work-Study Program](#)
    - 4.5.7.2. [Federal Perkins Loans](#)

- 4.5.7.3. [William D. Ford Federal Direct Stafford \(Subsidized and Unsubsidized\) Loans](#)
    - 4.5.7.4. [William D. Ford Federal PLUS Loans](#)
  - 4.5.8. [Application Policies and Procedures for State and Federal Assistance](#)
    - 4.5.8.1. [Applications and Requirements](#)
    - 4.5.8.2. [Payment of Awards and Renewal for Subsequent Years](#)
  - 4.5.9. [Financial Aid Appeals](#)
- 4.6. [Satisfactory Academic Progress](#)
  - 4.6.1. [Qualitative Standard](#)
  - 4.6.2. [Pace Standard](#)
  - 4.6.3. [Timeframe Standard](#)
  - 4.6.4. [SAP Evaluation and Notification](#)
    - 4.6.4.1. [Financial Aid Warning](#)
    - 4.6.4.2. [Financial Aid Suspension and Appeal](#)
    - 4.6.4.3. [Financial Aid Probation](#)
- 4.7. [Financial Good Standing](#)
- 4.8. [Financial and Financial Aid Consequences of Dropping and Adding Courses, Withdrawing from Individual Courses, and Withdrawing from the University](#)
  - 4.8.1. [Withdrawing from the University Prior to the End of the Drop/Add Period](#)
  - 4.8.2. [Withdrawing from the University After the Drop/Add Period](#)
- 4.9. [Financial and Financial Aid Consequences of Being Subject to a Non-Academic Withdrawal from the University](#)
- 4.10. [Financial and Financial Aid Consequences Associated with the Death of a Student](#)
- 4.11. [Financial and Financial Aid Consequences Associated with Expulsion\)](#)

## 5. [Academic Policies, Procedures and Requirements](#)

- 5.1. [Academic Calendar](#)
- 5.2. [Access to, and Appropriate Academic Use of, Computers and Other Electronic Devices](#)
  - 5.2.1. [Computer Access Requirement](#)
  - 5.2.2. [Electronic Device Appropriate Use Policy](#)
- 5.3. [Activities to Acculturate and Register New Students](#)
  - 5.3.1. [New TU Students Entering in the Fall](#)
    - 5.3.1.1. [Passport](#)
    - 5.3.1.2. [Orientation](#)
  - 5.3.2. [New TU Students Entering in the Spring](#)
  - 5.3.3. [New EDP Students Entering in the Fall, Spring or Summer](#)
  - 5.3.4. [New MAT students Entering in the Fall or Spring](#)
- 5.4. [Placement Testing for Certain Disciplines](#)
  - 5.4.1. [Mathematics Course Prerequisites and Mathematics Placement Testing](#)
  - 5.4.2. [Mathematics Prerequisites and Co-Requisites, and Mathematics Placement Testing, for Science Courses](#)
  - 5.4.3. [Mathematics Prerequisites and Mathematics Placement Testing for Accounting and Business Administration Majors, and for Economics Majors and Minors](#)
  - 5.4.4. [Language Placement Testing](#)
- 5.5. [Immunization Records](#)
- 5.6. [Personal Demographic Information](#)
- 5.7. [Advising](#)
  - 5.7.1. [Advising for TU Students](#)
  - 5.7.2. [Advising for EDP Students](#)

- 5.7.3. [Specialized Advising for Undergraduates Interested in Certain Career Options](#)
  - 5.7.3.1. [Biomedical Sciences and Allied Health Studies](#)
  - 5.7.3.2. [Law](#)
  - 5.7.3.3. [Medicine or a Similar Healthcare Profession](#)
  - 5.7.3.4. [Studies in Preparation for a Career in Scientific Illustration](#)
- 5.7.4. [Advising for MAT Students](#)
- 5.8. [Ways of Obtaining Limited Undergraduate Academic Credit Without Taking Classes at Oglethorpe](#)
  - 5.8.1. [Credit by Examination](#)
    - 5.8.1.1. [College Level Examination Program \(CLEP\)](#)
    - 5.8.1.2. [Advanced Placement \(AP\) Program](#)
    - 5.8.1.3. [International Baccalaureate \(IB\) Program](#)
  - 5.8.2. [Credits from Joint Enrollment](#)
  - 5.8.3. [Credit by Transfer](#)
  - 5.8.4. [Credits Through Transfer Under an Articulation Agreement](#)
  - 5.8.5. [Credits Through ARCHE Cross Registration](#)
  - 5.8.6. [Credits Earned as a Transient Student](#)
    - 5.8.6.1. [Transient Student Policy](#)
  - 5.8.7. [Unified Statements Limiting the Amount of Academic Credit Deriving from Non-Oglethorpe Work](#)
    - 5.8.7.1. [For TU Students](#)
    - 5.8.7.2. [For EDP Students](#)
- 5.9. [Registration](#)
  - 5.9.1. [Dates for Registration](#)
  - 5.9.2. [Student Obligations Prior to Registration](#)
  - 5.9.3. [Registration Week](#)
    - 5.9.3.1. [Cross Registering for ARCHE Courses](#)
    - 5.9.3.2. [Impediments to Registration, and Actions to be Taken](#)
  - 5.9.4. [Late Registration](#)
- 5.10. [Academic Load](#)
  - 5.10.1. [Full-time Academic Load \(Fall and Spring Semesters\)](#)
  - 5.10.2. [Half-time Academic Load \(Fall and Spring Semesters\)](#)
  - 5.10.3. [Overload \(All Semesters\)](#)
  - 5.10.4. [Academic Loads during the Summer Semester](#)
  - 5.10.5. [Special Rules for International Students](#)
- 5.11. [Prerequisites, Co-Requisites and Program Requirements](#)
- 5.12. [Auditing Courses](#)
- 5.13. [Satisfactory/Unsatisfactory Option](#)
- 5.14. [Course Repetition Policy](#)
- 5.15. [Independent Study Policy](#)
- 5.16. [Foreign Language Requirement for Students Seeking the Bachelor of Arts Degree](#)
- 5.17. [Modification of Schedules Subsequent to Registration](#)
  - 5.17.1. [Dropping and Adding Courses](#)
  - 5.17.2. [Cancelled Courses](#)
  - 5.17.3. [Withdrawal Period](#)
  - 5.17.4. [Withdrawal from a Single Course](#)
- 5.18. [Class Attendance](#)
  - 5.18.1. [Class Attendance by Veterans](#)

- 5.19. [Ends of Terms and Final Examinations](#)
  - 5.19.1. [For Fall and Spring Semesters](#)
  - 5.19.2. [For Summer Terms](#)
- 5.20. [Undergraduate Student Classifications and Options for Majors, Minors and Degrees](#)
  - 5.20.1. [Class Standing](#)
  - 5.20.2. [Declaring and Changing a Major Program](#)
  - 5.20.3. [Declaring and Changing a Minor Program](#)
  - 5.20.4. [Policy on Counting Common Courses Between Multiple Programs](#)
  - 5.20.5. [Earning Two Majors or Two Degrees](#)
    - 5.20.5.1. [Double Major Policy](#)
    - 5.20.5.2. [Earning a Second Major Post-Baccalaureate](#)
    - 5.20.5.3. [Earning a Second Baccalaureate Degree](#)
- 5.21. [Grades, Grading and Grade Changes](#)
  - 5.21.1. [The Grading System](#)
  - 5.21.2. [Incomplete Policy](#)
  - 5.21.3. [The Grade-Point Average](#)
  - 5.21.4. [Grade Changes](#)
  - 5.21.5. [Posthumous Grades](#)
  - 5.21.6. [Grade Appeal Policy](#)
- 5.22. [Dean's Academic Honors List](#)
- 5.23. [Good Standing and Academic Good Standing](#)
  - 5.23.1. [Academic Good Standing for Undergraduate Students](#)
  - 5.23.2. [Policies and Procedures for Undergraduate Students Who are not in Academic Good Standing](#)
    - 5.23.2.1. [Academic Warning](#)
    - 5.23.2.2. [Academic Probation](#)
    - 5.23.2.3. [Academic Dismissal](#)
  - 5.23.3. [Academic Requirements for Student Athletes](#)
    - 5.23.3.1. [Eligibility to Practice](#)
    - 5.23.3.2. [Eligibility to Compete](#)
- 5.24. [Hardship/Medical Withdrawal](#)
- 5.25. [Leaving and Re-entering the University](#)
  - 5.25.1. [Withdrawal from the University](#)
  - 5.25.2. [Non-Academic Withdrawal](#)
  - 5.25.3. [Death of a Student](#)
  - 5.25.4. [Expulsion](#)
  - 5.25.5. [Readmission](#)
- 5.26. [Transcripts](#)
- 5.27. [Degree Application](#)
- 5.28. [Receipt of Diplomas, Commencement and Special Academic Recognitions](#)
  - 5.28.1. [Latin Honors](#)
  - 5.28.2. [Certificates](#)
- 5.29. [Posthumous Degrees](#)

## 6. [General Education](#)

- 6.1. [TU General Education](#)
  - 6.1.1. [History of the TU Core Curriculum](#)
  - 6.1.2. [The TU Core Curriculum](#)

### 6.1.3. [Core Equivalencies](#)

6.1.3.1. [Core Equivalencies for Transfer Students](#)

6.1.3.2. [Core Equivalency for Study Abroad](#)

6.1.3.3. [Core Equivalency for “Explorations in the Core” Courses](#)

6.1.3.4. [Policy on Core Work as a Transient Student](#)

### 6.2. [EDP General Education](#)

## 7. [Degrees and Certificates Offered, and Graduation Requirements](#)

7.1. [Undergraduate Degrees and Certificates](#)

7.2. [Graduate Degrees](#)

7.3. [Explanation of Degree Abbreviations](#)

7.4. [Graduation Requirements](#)

7.4.1. [Bachelor of Arts](#)

7.4.2. [Bachelor of Arts in Liberal Studies](#)

7.4.3. [Bachelor of Business Administration](#)

7.4.4. [Bachelor of Science](#)

7.4.5. [Master of Arts in Teaching Without Recommendation for Initial Certification](#)

7.4.6. [Master of Arts in Teaching With Recommendation for Initial Certification](#)

7.5. [Choice of \*Bulletin\* for Graduation](#)

## 8. [Major, Minor and Certificate Programs and Their Requirements](#)

8.1. [Accounting](#)

8.2. [American Studies](#)

8.3. [Art](#)

8.4. [Art History](#)

8.5. Art, Studio (please see [Studio Art](#))

8.6. [Behavioral Science and Human Resource Management](#)

8.7. [Biology](#)

8.8. [Biopsychology](#)

8.9. [Business Administration](#)

8.10. [Chemistry](#)

8.11. [Communication and Rhetoric Studies](#)

8.12. [Computer Science](#)

8.13. [Early Childhood Education](#)

8.14. [Economics](#)

8.15. [Educational Studies](#)

8.16. [Engineering—Dual Degree](#)

8.17. [English and Comparative Literature](#)

8.18. [French](#)

8.19. [History](#)

8.20. [Honors](#)

8.21. [Individually Planned \(IP\) Majors and Minors](#)

8.22. [International Studies](#)

8.23. [Japanese](#)

8.24. [Latin American Studies](#)

8.25. [Mathematics](#)

8.26. [Nonprofit Management](#)

- 8.27. [Philosophy](#)
- 8.28. [Physics](#)
- 8.29. [Politics](#)
- 8.30. [Psychology](#)
- 8.31. Rich Foundation Urban Leadership Program (please see [Urban Leadership Program, Rich Foundation](#))
- 8.32. [Shakespeare and Renaissance Studies](#)
- 8.33. [Sociology](#)
- 8.34. [Spanish](#)
- 8.35. [Studio Art](#)
- 8.36. [Theatre](#)
- 8.37. [Urban Ecology](#)
- 8.38. [Urban Leadership \(Rich Foundation Urban Leadership Program\)](#)
- 8.39. [Women's and Gender Studies](#)
- 8.40. [Writing](#)

## 9. [Educational Support and Enrichment](#)

- 9.1. [Academic Success Center](#)
  - 9.1.1. [Academic Advising](#)
  - 9.1.2. [Academic Coaching](#)
  - 9.1.3. [Disability Programs and Services](#)
  - 9.1.4. [EXCEL@OU](#)
  - 9.1.5. [Peer Tutoring](#)
  - 9.1.6. [Supplemental Instruction](#)
  - 9.1.7. [Writing Center](#)
- 9.2. [Atlanta Regional Consortium for Higher Education](#)
  - 9.2.1. [Cross Registration Program](#)
  - 9.2.2. [Interlibrary Loan Program](#)
- 9.3. [Bookstore](#)
- 9.4. [Career Services and Courses](#)
  - 9.4.1. [Career-Related Courses](#)
- 9.5. [Center for Civic Engagement](#)
- 9.6. [Endowed Funds which Support the University's Curriculum, Faculty, Students and Mission](#)
- 9.7. [Endowed Professorships and Lecture Series](#)
- 9.8. [Experiential and Active Learning](#)
  - 9.8.1. [Active Learning Courses and Related Domestic Study Trips](#)
  - 9.8.2. [Internships](#)
  - 9.8.3. [Service Learning](#)
  - 9.8.4. [Oglethorpe University Students Abroad](#)
    - 9.8.4.1. [International Exchange Partnerships](#)
    - 9.8.4.2. [Independent Study Abroad](#)
    - 9.8.4.3. [Short-Term Trips](#)
    - 9.8.4.4. [Oxford University, Oxford, England](#)
- 9.9. [First-Year Experience](#)
- 9.10. [Georgia Shakespeare](#)
- 9.11. [Honor Scholarships](#)
- 9.12. [Information Technology Services \(ITS\)](#)
  - 9.12.1. [Helpdesk](#)



- 9.12.2. [E-Mail](#)
- 9.12.3. [Moodle](#)
- 9.12.4. [Oasis](#)
- 9.12.5. [PetrelNet](#)
- 9.12.6. [Turnitin](#)
- 9.13. [Interdisciplinary and Individually-Tailored Educational Opportunities](#)
- 9.14. [International Partnership with Université Catholique de Lille \(France\) Leading to Two Degrees](#)
- 9.15. [Oglethorpe University Museum of Art](#)
- 9.16. [Petrel Points Co-Curricular Requirement](#)
- 9.17. [Quality Enhancement Plan](#)
- 9.18. [Symposium in the Liberal Arts and Sciences; Honors and Awards Convocation](#)
- 9.19. [Philip Weltner Library](#)

## **10. [Honor Code](#)**

- 10.1. [Preamble](#)
- 10.2. [Definitions](#)
- 10.3. [The Academic Nature and Scope of Our Honor Code](#)
- 10.4. [Pledge](#)
- 10.5. [Jurisdiction](#)
- 10.6. [Faculty Responsibilities](#)
- 10.7. [Student Responsibilities](#)
- 10.8. [The Honor Council](#)
  - 10.8.1. [Election of TU Student Members](#)
  - 10.8.2. [Selection of EDP Student Members](#)
  - 10.8.3. [Selection of MAT Student Members](#)
  - 10.8.4. [Selection of Faculty Members](#)
  - 10.8.5. [Training New Honor Council Members](#)
  - 10.8.6. [Full Honor Councils](#)
  - 10.8.7. [Definitions](#)
  - 10.8.8. [Honor Council Officers](#)
  - 10.8.9. [Solicitation of Recommendations for Honor Code Modification](#)
- 10.9. [Reporting Suspected Violations of the Honor Code](#)
- 10.10. [Recusals and Strikings](#)
- 10.11. [Fundamental Rights and Procedures Pertinent to All Investigations and Hearings](#)
  - 10.11.1. [Fundamental Rights of Accused Persons](#)
  - 10.11.2. [Honor Council Procedures of a Fundamental Nature](#)
- 10.12. [The Outset of Investigations; Class I and Class II Charges](#)
- 10.13. [Conclusions to Investigations for Class II Charges](#)
- 10.14. [Conclusions to Investigations for Class I Charges](#)
- 10.15. [Multiple Separate Charges Prior to Complete Adjudication](#)
- 10.16. [Hearings Involving a Judicial Panel](#)
- 10.17. [Special Timelines for Cases Originating Near the End of a Term, and the Operation of the Honor Council during Summer School](#)
- 10.18. [Sanctions](#)
  - 10.18.1. [For a First Class I Charge Originating in the Context of a Particular Course](#)
  - 10.18.2. [For a First Class I Charge Not Originating in the Context of a Particular Course](#)
  - 10.18.3. [For a Class II Charge](#)

- 10.18.4. [For a Second \(or Subsequent\) Class I Charge](#)
- 10.18.5. [Protocol for Suspension](#)
- 10.18.6. [Protocol for Expulsion](#)
- 10.19. [Confidentiality](#)
- 10.20. [Honor Council Self-Governance](#)
- 10.21. [Recordkeeping](#)
- 10.22. [“Academic and Intellectual Traditions” Course](#)
- 10.23. [Appeals](#)
- 10.24. [Honor Code Administration and Modification](#)
- 10.25. [Disclaimer](#)

## **11. [Campus Life](#)**

- 11.1. [Office of Campus Life](#)
  - 11.1.1. [Athletics](#)
    - 11.1.1.1. [Intercollegiate Athletics](#)
    - 11.1.1.2. [Intramural and Recreational Sports](#)
  - 11.1.2. [Campus Safety](#)
  - 11.1.3. [Counseling and Personal Development](#)
  - 11.1.4. [Cultural Opportunities](#)
    - 11.1.4.1. [On-Campus](#)
    - 11.1.4.2. [Off-Campus](#)
  - 11.1.5. [Dining Services](#)
  - 11.1.6. [Emergency Contact](#)
  - 11.1.7. [OU Alert, the University Emergency Notification System](#)
  - 11.1.8. [Greek Life](#)
  - 11.1.9. [University Health Care](#)
  - 11.1.10. [Honors and Awards Presented to \(or by\) Students](#)
  - 11.1.11. [Mail Services](#)
  - 11.1.12. [Petrel Pass](#)
  - 11.1.13. [Residence Life](#)
  - 11.1.14. [Student Government Association](#)
  - 11.1.15. [Student Leadership and Activities](#)
  - 11.1.16. [Student Organizations](#)
- 11.2. [Campus Life Policies, Procedures and Requirements](#)
  - 11.2.1. [Student Rights and Responsibilities](#)
  - 11.2.2. [Student Role in Institutional Decision Making](#)
  - 11.2.3. [Policy on Student Demonstrations](#)
  - 11.2.4. [Policy on Hazing](#)
  - 11.2.5. [Gatehouse Security Arm Procedures](#)
  - 11.2.6. [Noise Policy](#)
  - 11.2.7. [Smoking Policy](#)
  - 11.2.8. [Restricted Areas](#)
  - 11.2.9. [Appearance](#)
  - 11.2.10. [Policy on Sexual Misconduct, Harassment and Assault](#)
  - 11.2.11. [Suicidal Gestures](#)
  - 11.2.12. [Alcohol and Drug Policy](#)
  - 11.2.13. [Medical Amnesty and Good Samaritan Policy](#)

### 11.3. [Code of Student Conduct](#)

- A. [Preamble](#)
- B. [Violations of the Code of Conduct](#)
- C. [Culpability](#)
- D. [Jurisdiction](#)
- E. [Hearings](#)
- F. [Student Judicial System](#)
- G. [Conduct Procedures](#)
- H. [Sanctions](#)
- I. [Appeals](#)

### 11.4. [Conduct Good Standing](#)

## 12. [Course Listing](#)

[ACC \(Accounting\)](#)

[ART \(Art, Art History, Studio Art\)](#)

[BIO \(Biology\)](#)

[BUS \(Business, Business Administration\)](#)

[CHM \(Chemistry\)](#)

[CHO \(Sophomore Choices\)](#)

[COR \(Core\)](#)

[CRS \(Communication and Rhetoric Studies, Communication\)](#)

[CSC \(Computer Science\)](#)

[ECO \(Economics\)](#)

[EDU \(Education, Educational Studies, Early Childhood Education\)](#)

[ENG \(English, English and Comparative Literature\)](#)

[FRE \(French\)](#)

[FYS \(First Year Seminar, First Year Experience\)](#)

[GEN \(General Science\)](#)

[GER \(German\)](#)

[HIS \(History\)](#)

[HON \(Honors\)](#)

[INS \(International Studies\)](#)

[INT \(Interdisciplinary Studies\)](#)

[JPN \(Japanese\)](#)

[LAT \(Latin\)](#)

[MAT \(Mathematics\)](#)

[MUS \(Music\)](#)

[NPM \(Nonprofit Management\)](#)

[OGL \(Oglethorpe\)](#)

[PHI \(Philosophy\)](#)

[PHY \(Physics\)](#)

[POL \(Politics\)](#)

[PSY \(Psychology\)](#)

[SEN \(Senior Transitions\)](#)

[SOC \(Sociology\)](#)

[SPN \(Spanish\)](#)

[THE \(Theatre\)](#)

[UEP \(Urban Ecology\)](#)

[ULP \(Urban Leadership, Rich Foundation Urban Leadership Program, RFULP\)](#)

[WGS \(Women's and Gender Studies\)](#)

[WRI \(Writing\)](#)

**13. [Board of Trustees](#)**

**14. [President's Advisory Council](#)**

**15. [National Alumni Association Board of Directors](#)**

**16. [The Faculty](#)**

**17. [University Officers](#)**

# 1. Definitions, Conventions, Disclaimers and Overarching Policy Statements Relevant to this *Bulletin* and its Contents

Throughout, a reference to “*Bulletin*,” “this *Bulletin*” or “the *Bulletin*” is understood to be a reference to the current document, the more complete title of which is *Oglethorpe University Bulletin: 2012-2014*. Any reference to “Oglethorpe” or “the University” is a reference to Oglethorpe University. ([Back to ToC](#))

## 1.1. Throughout this *Bulletin* the following definitions are in force:

### 1.1.1. Student

A person who attends or who has previously attended Oglethorpe University. Particular parts of this *Bulletin* may necessarily adopt their own definition of “student.” Those local definitions always take precedence over this more generic one.

#### 1.1.1.1. Undergraduate (student)

A student who has not yet earned a baccalaureate (bachelor’s) degree, or a student who is in the process of earning an additional baccalaureate degree.

#### 1.1.1.2. Graduate (student)

A student who has already earned a baccalaureate (bachelor’s) degree and who is pursuing an advanced degree (typically a master’s degree, Ph.D., etc.).

### 1.1.2. Course

A coherent program of study. Courses described in this *Bulletin* carry with them academic credit. Courses are given a three-letter disciplinary prefix (HIS for History, for example) and a 3-digit numerical index which identifies a particular course within the indicated discipline (HIS 214, for instance). HIS 214 is referred to as a “200-level” course, whereas ART 408 is referred to as a “400-level” course, and so on.

#### 1.1.2.1. Course Levels

100-level	Freshman undergraduate courses
200-level	Sophomore undergraduate courses
300-level	Junior undergraduate courses
400-level	Senior undergraduate courses
500- and 600-level	Graduate courses

#### 1.1.3. Lower level (course)

An undergraduate course, the numerical index of which begins with a “1” or “2.” Examples include ENG 101 and CHM 202. Also, the collection of several or all such courses, as in “courses at the lower level,” for example.

#### 1.1.4. Upper level (course)

An undergraduate course, the numerical index of which begins with a “3” or “4.” Examples include ART 340 and ECO 421. Also, the collection of several or all such courses, as in “courses at the upper level,” for example.

#### **1.1.5. Semester**

A timespan during which courses (and their final examinations) are scheduled. Oglethorpe has three semesters per year, one each in the fall, spring and summer. Fall and spring semesters are known as “regular” semester, each being approximately 16 weeks in duration. The summer semester is approximately 10 weeks in duration, but class meeting times and their frequency are each increased proportionately so as to give approximately the same number of contact minutes as in a regular semester for any given course.

#### **1.1.6. Term**

Any timeframe beyond a semester in which courses are scheduled. For example, Oglethorpe’s summer semester may be split into two approximately 5-week terms.

#### **1.1.7. Academic Year**

The time following the conclusion of a given summer semester up through the end of the ensuing summer semester. For example, the 2012-2013 academic year spans the time following conclusion of the summer semester, 2012, through the end of the summer semester, 2013.

#### **1.1.8. Instructor**

A person who, either solely or in conjunction with other instructors, is responsible for teaching a course. Instructors may be full-time faculty or adjuncts; they may be tenured, tenure track or non-tenure track faculty members. Instructors may have various academic ranks (such as lecturer, assistant professor, associate professor or full professor).

#### **1.1.9. Instructor of Record**

Every course offered for academic credit must have a single instructor of record. That instructor of record is responsible for the academic content of the course and is responsible for all matters related to assigning course grades. Additionally, the instructor of record must possess certain minimum qualifications, as established both by Oglethorpe University and by the University’s accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

#### **1.1.10. Academic Credit**

Oglethorpe awards academic credit based on semester hours. Any reference in this *Bulletin* to “credit,” “academic credit” or “hours” is a reference to a corresponding number of semester hours of academic credit. Each course (except independent studies) requires approximately 720 minutes of contact time between the instructor(s) and the student(s) to garner one semester hour of academic credit.

#### **1.1.11. Academic Program**

The corpus of courses and possibly other requirements which, when completed successfully, will lead to a particular academic credential on a student’s transcript and sometimes also on the student’s diploma. Academic programs (and credentials) available through Oglethorpe University include various degrees, majors, minors, and certificates, all of which are described in this *Bulletin*. In addition, any broad-themed general education course of study required for all undergraduates or perhaps just all first-time freshmen (for example) is also an academic program. Finally, the term “academic program” may also refer to the totality of individual academic programs as listed above.

### **1.1.12. Co-curricular Program**

Formal and informal activities carried on outside-of-class which are intended to result in concurrent academic student learning. Unlike the academic program, successful participation in the co-curricular program does not directly result in the earning of academic credit. The co-curricular program is also distinct from the extra-curricular program, which has neither academic credit nor any necessary academic student learning.

### **1.1.13. Policy**

A statement made on behalf of Oglethorpe University describing guiding principles governing local resolution or handling of various situations or circumstances.

#### **1.1.13.1. Regulatory Policy (also called a “regulation” or “code” or “statement”**

A policy which limits or guides the behavior of individuals and groups.

### **1.1.14. Procedures**

A method of implementing a policy. Most policies contain their attendant procedures already built-in.

### **1.1.15. Requirement**

Something necessary or demanded, either as a condition for the existence or occurrence of some consequence or result or for the avoidance of some consequence or result. For example, it is a graduation requirement that students must earn a particular minimum number of semester hours.

#### **1.1.15.1. Prerequisite**

A requirement which must be satisfied before one enrolls in a course.

#### **1.1.15.2. Co-requisite**

A requirement that may be satisfied concurrently and over time as a student is simultaneously completing the course which has the particular co-requisite in question.

### **1.1.16. Complaint**

An objection to a policy, procedure, requirement or decision which contains a request (either implicit or explicit) that the objectionable item be set aside, reversed or attenuated.

### **1.1.17. Variance**

An official, written agreement that modifies but does not suspend entirely one or more specific portions of a policy, procedure, requirement or decision for an individual or group when it can be conclusively demonstrated by the complainant(s) that:

**1.1.17.1.** Implementation of or adherence to the policy, procedure, requirement or decision would result in undue hardship in light of extraordinary extenuating circumstances, or

**1.1.17.2.** That the policy, procedure, requirement or decision was implemented or applied in a manner that was arbitrary (meaning it reflects a substantial deviation from accepted norms and/or from stated procedures found in this *Bulletin* or elsewhere), prejudicial (meaning it was based at least partly

on ill-will and is at odds with the stated procedures found in this *Bulletin* or elsewhere), in violation of University regulations or state or federal law, or was subject to some error in fact.

Unless otherwise noted in the official agreement, any variance is a one-time modification that should not be presumed to continue in an ongoing fashion.

#### **1.1.18. Waiver**

An official, written agreement that suspends one or more specific portions of a policy, procedure, requirement or decision for an individual or group when it can be conclusively demonstrated by the complainant(s) that:

- 1.1.18.1.** Implementation of or adherence to the policy, procedure, requirement or decision would result in undue hardship in light of extraordinary extenuating circumstances, or
- 1.1.18.2.** That the policy, procedure, requirement or decision was implemented or applied in a manner that was arbitrary, discriminatory, in violation of University regulations or state or federal law, or was subject to some error in fact (see [Sec. 1.1.17.2.](#) for definitions of "arbitrary" and "prejudicial" in this context), and
- 1.1.18.3.** When all parties agree that the problem is so profound that it cannot be justly addressed by granting a variance.

Unless otherwise noted in the official agreement, any waiver is a one-time suspension that should not be presumed to continue in an ongoing fashion.

#### **1.1.19. Appeal**

An entreaty that a decision or outcome related to a complaint be reviewed (and amended or set aside) by a person or group having sufficient authority to accomplish said task. ([Back to ToC](#))

### **1.2. Disclaimer Regarding Student Responsibilities**

All students are responsible for learning and following all policies, procedures and requirements published, in this *Bulletin* and elsewhere, by the University and by any relevant academic program in which they are enrolled. In no case will a policy, procedure or requirement be waived, nor will a variance be granted, nor will an appeal be entertained, because a student pleads ignorance or because he/she was not informed of a specific policy, procedure or requirement by an advisor, instructor or other University authority.

While the provisions of this *Bulletin* will ordinarily be applied as stated, Oglethorpe reserves the right to change any provision listed in this *Bulletin*, including but not limited to requirements for graduation, without actual notice to individual students. The University will make every effort to keep students advised of any such changes. Students must note especially their responsibility to keep apprised of current graduation requirements for their particular degree program. ([Back to ToC](#))

### **1.3. Timelines Associated with Developing and Modifying Courses, Academic Programs, Policies, Procedures and Requirements**

- 1.3.1.** By default, any new course or academic program, or any modification (including elimination) of an existing course or academic program, becomes effective at the outset of the academic year following that in which the associated proposal receives final faculty approval. This default timeline can be



changed only if the proposal authorizing the new or modified course or academic program explicitly provides for an alternative timeline for implementation.

- 1.3.2. By default, any new policy, procedure or requirement, or any modification (including elimination) of an existing policy, procedure or requirement, becomes effective immediately after the document authorizing said change is issued or receives final approval, whichever is appropriate. This default timeline can be changed only if the document proposing or authorizing the new or modified policy, procedure or requirement explicitly provides for an alternative timeline for implementation. ([Back to ToC](#))

## **1.4. Publishing the *Bulletin***

### **1.4.1. Publishing Hardcopy Editions of the *Bulletin***

The *Bulletin* undergoes a complete review and republishing in hardcopy format biennially. The intended useful lifespan of hardcopy editions of the *Bulletin* is the two academic year interval indicated in the *Bulletin's* proper title. Thus, the intended useful lifespan of the current *Bulletin* is the totality of the 2012-2013 and the 2013-2014 academic years.

### **1.4.2. Publishing Digital Editions *Bulletin***

At approximately the same time a new edition of the *Bulletin* is published in hardcopy format, a digital version identical or nearly identical in content (although not necessarily identical in formatting) is simultaneously published electronically on [www.oglethorpe.edu](http://www.oglethorpe.edu).

### **1.4.3. Revising the Current Digital Edition of the *Bulletin***

The current digital edition of the *Bulletin* is updated twice per year, on April 15 and October 15, approximately. The revision number (if any), as well as the date on which the revision becomes effective, will be listed on the front page of the digital edition of the *Bulletin*. Previous, outdated *Bulletin* versions will continue to be archived on [www.oglethorpe.edu](http://www.oglethorpe.edu) and elsewhere. Usually there is no concurrent reprinting of the hardcopy edition of the *Bulletin*. Therefore, as the two academic year intended useful lifespan of a hardcopy edition of the *Bulletin* progresses, discrepancies between the current hardcopy edition and the current and previous digital editions of the *Bulletin* will almost certainly emerge.

### **1.4.4. Primacy and Official Nature of the Current Digital Edition of the *Bulletin***

The official *Bulletin* is the most recent digital edition which is published on [www.oglethorpe.edu](http://www.oglethorpe.edu). In all matters, the most recent digital edition of the *Bulletin* published on [www.oglethorpe.edu](http://www.oglethorpe.edu) takes precedence over any and all other published materials of any nature, be they digital or hardcopy.

### **1.4.5. Absolute Expiration of the Lifetime of this *Bulletin* and all of its Revisions**

While the intended useful lifespan of this *Bulletin* is two academic years, the absolute maximum lifetime of this *Bulletin* is seven academic years from the time it first takes effect. This time limit is the same regardless of the number and extent of subsequent revisions to the corresponding digital edition of the *Bulletin*. Thus, the *Oglethorpe University Bulletin: 2012-2014* and all of its revisions will cease to be viable, functioning documents following the conclusion of the 2018-2019 academic year. ([Back to ToC](#))

## 2. University Information and Institutional Policies, Procedures and Requirements

### 2.1. About Oglethorpe University

#### Atlanta's Liberal Arts and Sciences University

Founded in 1835, Oglethorpe University enrolls over 1,000 students representing 34 states and 28 countries. Oglethorpe is a member of the Annapolis Group, an organization of America's most selective liberal arts institutions. The University is consistently listed among the best colleges in the Princeton Review and Forbes and has been named to the President's Higher Education Community Service Honor Roll since 2006.

Oglethorpe is located on a beautiful, self-contained Gothic campus near Atlanta's Buckhead neighborhood. The University offers small, personal classes in academically rigorous traditional undergraduate programs (including an individually planned major, which presents nearly endless options); one of the nation's oldest evening degree programs for working adults; a master of arts in teaching (M.A.T.) program; Certified Financial Planner certification; partnerships with 20 Atlanta colleges and universities, including Emory, Georgia Tech and SCAD; and signature programs and facilities, such as urban ecology, urban leadership, honors, the Oglethorpe University Museum of Art, and Georgia Shakespeare, the campus's professional theatre-in-residence. Oglethorpe participates in 16 varsity sports and is a member of the NCAA Division III Southern Athletic Association.

#### Make a life. Make a Living. Make a Difference.

Oglethorpe marries exceptional thinking with hands-on opportunities to explore and practice in one of the world's major cities. It is this marriage of ideas and opportunity that is the hallmark of an Oglethorpe education.

Every undergraduate student establishes an intellectual foundation for life through our unique Core curriculum—an integrated, sequenced and shared academic experience that creates a special intellectual community where important questions are examined across disciplines and from varying perspectives. Through this distinctively modern approach to general education, Oglethorpe students are then able to establish meaningful expertise in their major area of study through a more thorough understanding of themselves and the world around them. It is a transformative experience that inspires our graduates to learn for a lifetime.

Classroom education at Oglethorpe is strengthened through exceptional opportunities for hands-on practice. Atlanta is Oglethorpe's laboratory for real-world learning. Every OU student has the opportunity to build professional skills through internships in Atlanta, home to the third largest concentration of Fortune 500 corporations in the U.S. and over 1,250 multi-national corporations. All of our students make a difference, through extensive service learning and volunteer opportunities throughout the city. And they experience the world on our diverse multicultural campus, in our global city or through one of our enriching international study experiences.

#### A Bright Future

In 2010, the Board of Trustees approved a new ten-year strategic plan, The Oglethorpe Idea: Redefining Undergraduate Education through Unparalleled Engagement. It is centered on a clear vision:

*“By 2020, Oglethorpe will be a university of first choice for exceptional faculty and students, where unparalleled engagement between the highest quality classroom learning and real-world application in the city of Atlanta and beyond, is our hallmark.”*

In support of this plan, Oglethorpe has embarked on the most ambitious and successful comprehensive fundraising campaign in its long history.

The University’s strategic priorities are defined within five themes.

#### *Engaged Life*

Strengthen the curriculum to provide a superlative interdisciplinary foundation while connecting students to opportunities for deep experiential application.

Provide necessary support systems to ensure student academic success.

#### *Engaged Living*

Ensure that every student has the opportunity to complete one or more internships related to his or her field of study.

Prepare students to engage with a global society through the increased internationalization of our campus population and program offerings.

#### *Engaged Difference*

Enhance programs that educate students to be informed and active citizens.

#### *Engaged Creativity*

Build the arts into a signature program through the integration of our creative arts programs, including our renowned campus-based theatre company and museum of art, with distinctively excellent curricular and co-curricular programs.

#### *Engaged Campus Community*

Enhance campus infrastructure, facilities and programs to foster deeper connections among all members of our community.

These goals, accompanying strategies, and the fundraising support to execute them will enhance the financial strength of the University through the development of a stronger institutional identity and the resultant growth of enrollment so that Oglethorpe can continue to provide an exceptional education to its students. ([Back to ToC](#))

## **2.2. Mission Statement**

Oglethorpe University provides a superior education in the liberal arts and sciences and selected professional disciplines in a coeducational, largely residential, small-college environment within a dynamic urban setting. Oglethorpe’s academically rigorous programs emphasize intellectual curiosity, individual attention and encouragement, close collaboration among faculty and students and active learning in relevant field experiences. Oglethorpe is committed to supporting the success of all students in a diverse community characterized by civility, caring, inquiry and tolerance. Oglethorpe’s talented, self-

reliant and motivated graduates are prepared to make a life and to make a living, to grow as life-long learners and to be energetic and intelligent contributors in a rapidly changing world. ([Back to ToC](#))

### 2.3. Goals of an Oglethorpe University Education

The curriculum, co-curriculum and extracurricular life are designed to develop the following:

1. The ability to read critically – to evaluate arguments and the evidence and to draw appropriate conclusions.
2. The ability to convey ideas in writing and in speech – accurately, grammatically and persuasively.
3. Skill in reasoning logically and thinking analytically and objectively about important matters.
4. An understanding of the most thoughtful reflections on right and wrong and an allegiance to principles of right conduct, as reflected by Oglethorpe’s honor code.
5. The willingness and ability to assume the responsibilities of leadership in public and private life, including skill in organizing the efforts of other persons on behalf of worthy causes.
6. An inclination to continue one’s learning after graduation from college and skill in the use of books, information technology and other intellectual tools for that purpose.
7. A considered commitment to a set of career and life goals.
8. An awareness of the increasingly international character of contemporary life and skill in interacting with persons of diverse cultural backgrounds. ([Back to ToC](#))

### 2.4. Accreditation

Oglethorpe University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), 1866 Southern Lane, Decatur, GA 30033-4097; 404-679-4500) to award bachelor’s degrees and master’s degrees. ([Back to ToC](#))

### 2.5. Overarching Organizational Structure

The following organizational structure is based on a series of successive indentions as one moves down the organizational hierarchy. This listing is not an exhaustive roster of personnel. Rather, this structure is meant to provide current and prospective students, their parents, current, retired and prospective employees, alumni, community members, media representatives and other interested parties with points of contact for various questions, requests, comments, complaints, and so forth. The list is organized by job title, followed by the name of the person currently holding that position. After the name appears the individual’s Oglethorpe e-mail “alias” and contact telephone number. To convert the e-mail alias into a functioning e-mail address, the phrase @oglethorpe.edu must be appended. Also, every telephone number must be preceded by the area code, which is 404.

President: Dr. Lawrence M. Schall, LSchall, 364-8419

Provost and Vice President for Academic Affairs: Dr. Denise von Herrmann, DVonHerrmann, 364-8317

Associate Provost: Dr. Keith Aufderheide, KAufderheide, 364-8405

Chair of Division I (Philosophy, Fine Arts, and Communication and Rhetoric Studies): Dr. Seema Shrikhande, SShrikhande, 364-8891

Chair of Division II (History, Politics and International Studies): Dr. John Orme, JOrme, 364-8342

Chair of Division III (Natural Sciences): Dr. Roarke Donnelly, RDonnelly, 364-8401

Chair of Division IV (Behavioral Sciences): Dr. John Carton, JCarton, 364-8381

Chair of Division V (Economics and Business Administration): Dr. Lynn Guhde, LGuhde, 504-1179

Chair of Division VI (Education): Dr. Lynn Gieger, LGieger, 504-3412  
Chair of Division VII (English and Comparative Literature): Dr. Robert Hornback, RHornback, 364-8379  
Chair of Division VIII (Foreign Languages): Dr. Robert Steen, RSteen, 364-8394  
Chair of Division IX (Mathematics and Computer Science): Dr. John Nardo, JNardo, 364-8327  
Director of Academic Strategic Planning: Dr. Wm. Bradford Smith, BSmith, 364-8384  
Director of the Academic Success Center (ASC): Mr. Eric Tack, ETack, 364-8340  
Assistant Director of the ASC: Mr. Cecil Rose, CRose, 364-8867  
Coordinator of Tutoring Services: (position currently being filled), 504-1445  
Disability Services Specialist: Dr. Jon Saulson, JSaulson, 364-8860  
Director of the Core Program: Dr. Charles Baube, CBaube, 364-8404  
Director of the Honors Program: Dr. Michael Rulison, MRulison, 364-8409  
Director of Institutional Research and Effectiveness: Dr. Amy Palder, APalder, 364-8462  
Director of the Oglethorpe University Museum of Art: Ms. Elizabeth Peterson, EPeterson1, 364-8559  
Director of Oglethorpe University Students Abroad (OUSA): Dr. Jeffrey Collins, JCollins, 504-3452  
Director of Philip Weltner Library: Ms. Anne Salter, ASalter, 364-8514  
Director of the QEP: Dr. Keith Aufderheide, KAufderheide, 364-8405  
Director of the Rich Foundation Urban Leadership Program (RFULP): Dr. Kendra King Momon, KKing, 364-8351  
Director of Service Learning: Dr. Karen Schmeichel, KSchmeichel, 364-8402  
Director of Teacher Education: Dr. Sandra Kleinman, SKleinman, 364-8369  
Director of the Urban Ecology Program: Dr. Roarke Donnelly, LDonnelly, 364-8401  
Registrar: (position currently being filled), 364-8418  
Vice President for Business and Finance: Mr. Michael Horan, MHoran, 364-8321  
Bookstore Manager (Nebraska Books): Mr. Paul Ringhoff, PRinghoff, 364-8365  
Controller: Ms. Amy Rentenbach, ARentenbach, 364-8303  
Accounts Receivable Manager: Ms. Melissa Briley, MBriley, 504-3465  
Director of Financial Planner Program: Ms. Colleen D'Alessandro, CDAlessandro, 364-8376  
Director of Human Resources: (position currently being filled), 364-8325  
Payroll/Benefits Specialist: Ms. Nanette Ennis, NEnnis, 504-3448  
Director of Information Technology: Mr. Cole Maddox, CMaddox, 364-8535  
Chief Information Officer: Mr. Cole Maddox, CMaddox, 364-8535  
Computing Support: Mr. James Jones, JJones2, 364-8874  
Director of Administrative Computing: (position currently being filled), 504-3474  
Instructional Technologist: Dr. Jeanette Allen, JAllen, 364-8537  
Manager, Systems and Communications Services: Mr. Al Fuller, AFuller, 504-1993  
Director of Physical Plant: Mr. Walter Hall, WHall, 364-8542  
Vice President for Campus Life: Ms. Michelle Hall, MHall, 364-8335  
Athletics Director (AD): Ms. Rebecca Hall, BHall1, 364-9414  
Senior Woman Administrator: Ms. Cindy Vaios, CVaios, 364-8479  
Senior Associate AD: Mr. Jim Owen, JOwen, 364-8420  
Associate AD: Ms. Cindy Vaios, CVaios, 364-8479  
Associate AD for Media Relations: Mr. Hoyt Young, HYoung, 364-8419  
Assistant AD for Game Operations: Mr. Dan Giordano, DGiordano, 364-8487  
Assistant AD for Sports Medicine and Compliance: Ms. Danielle Kasmarik, DKasmarik,

364-8486

Assistant AD: Mr. Peter Howell, PHowell, 364-8347  
Sports Information Director: Mr. Hoyt Young, HYoung, 364-8419  
Intramurals and Recreation Coordinator: Mr. Peter Howell, PHowell, 364-8347  
SCAC Advisor: Ms. Cindy Vaios, CVaios, 364-8479  
Baseball Coach, Men's: Mr. Dan Giordano, DGiordano, 364-8487  
Basketball Coach, Men's: Mr. Phil Ponder, Ponder, 364-8422  
Basketball Coach, Women's: Mr. Aaron Nester, ANester, 364-8421  
Cross Country Coach, Men's and Women's: Mr. Bob Unger, BUnger, 364-8417  
Golf, Men's: Mr. Jim Owen, JOwen, 364-8420  
Golf Coach, Women's: Ms. Cindy Vaios, CVaios, 364-8479  
Lacrosse, Men's: Mr. Tom Higgins, THiggins, 364-8415  
Lacrosse Coach, Women's: Ms. LeeAnn Tutchtton, LTutchtton, 364-8415  
Soccer Coach, Men's: Mr. Jon Akin, JAkin, 364-8416  
Soccer Coach, Women's: Mr. Alan Woods, AWoods, 364-8896  
Tennis Coach, Men's and Women's: Mr. Peter Howell, PHowell, 364-8347  
Track and Field Coach, Men's and Women's: Mr. Jan Spiro, JSpiro, 364-8410  
Volleyball Coach, Women's: Mr. Kurt Matthews, KMatthews, 364-8480  
Chief Conduct Officer: Mr. Danny Glassman, DGlassman, 364-8520  
Dean of Students: Ms. Michelle Hall, MHall, 364-8335  
Director of Campus Safety: Mr. Reginald Maddox, RMaddox, 504-1188  
Director of Career Services: Ms. Caroline Weimar, CWeimar, 364-8533  
Director of Counseling: Ms. Leanne Henry-Miller, LHenry, 364-8456  
Director of Dining Services: Mr. Brett Muller, Muller-Brett@aramark.com, 504-1411  
Director of Experiential Learning: Dr. Robin Brandt, RBrandt, 364-8337  
Director of Health Services: Ms. Cathy Grote, CGrote, 364-8413  
Director of Residence Life (RL): Mr. Danny Glassman, DGlassman, 364-8520  
    Assistant Director of RL and Greek Affairs: Ms. Barbre Berris, BBerris, 364-8363  
    RL Coordinator for Student Activities: Ms. Alyssa De Gazon, ADeGazon, 364-8892  
Director of Student Activities and Leadership: Ms. Kendra Huter, KHunter, 364-8423  
Technical Director, Conant Center for Performing Arts: Mr. Jon Nooner, JNooner, 504-3434  
Vice President for Development and Alumni Relations: Mr. Kevin Smyrl, KSmyrl, 364-8334  
    Director of Alumni Relations: Ms. Barb Henry, BHenry, 364-8443  
    Director of Development: Mr. John Carr, JCarr, 364-8439  
        Director of the Annual Fund: Ms. Leslie Cole, LCole, 364-8476  
        Director of Development Services: Mr. George Kopec, GKopec, 364-8328  
    Special Events Manager: Ms. Sharon Moskowitz, SMoskowitz, 364-8467  
Vice President for Enrollment and Financial Aid: Ms. Lucy Leusch, LLeusch, 364-8308  
    Associate Director of Admission: Mr. Philip Peroune, PPeroune, 364-8312  
    Assistant Director of Admission: Ms. Sarah Carter, SCarter, 364-8446  
    Assistant Director of Admission: Ms. Katie Paden, KPaden, 364-8470  
    Assistant Director of Admission: Mr. Jeremy Sale, JSale, 364-8459  
    Admission Counselor: Ms. Shea Cook, SCook, 364-8310  
    Admission Counselor: Mr. David Dixon, DDixon, 504-3441  
    Director of Financial Aid: Ms. Meg McGinness, MMcGinness, 364-8366  
        Assistant Director of Financial Aid: Mr. Chris Summers, CSummers, 364-8355

Executive Director of the Center for Civic Engagement (CCE): Ms. Tamara Nash, TNash, 504-1976  
Assistant Director for the CCE: Ms. Heather Staniszewski, HStan, 504-1978  
CCE Program Coordinator: Ms. Payton Healy, PHealy, 504-1977  
Hands on Atlanta Americorps Volunteer: Ms. Alicia Morris, AMorris, 504-1975  
Executive Director of University Communications: Mr. J. Todd Bennett, TBennett, 364-8329  
Director for University Communications: Ms. Renee Vary, RVary, 364-8868  
Assistant Director for University Communications: (position currently being filled), 364-8447 ([Back to ToC](#))

## **2.6. Institutional Policies, Procedures and Requirements**

### **2.6.1. Disclosures Required by Federal and State Laws**

Federal and state laws require all colleges and universities receiving federal funds to establish certain programs, policies, and procedures and to distribute an annual report describing the information and providing statistics regarding

- Graduation rates
- Drug, alcohol, and weapon violations
- Certain crimes on campus, which include murder, robbery, aggravated assault, burglary, motor vehicle theft, and sex offenses.

Oglethorpe's annual report and information regarding these programs, policies, procedures, and statistics are available upon a written request directed to the Director of Institutional Research and Effectiveness, Oglethorpe University, 4484 Peachtree Road NE, Atlanta, GA 30319. ([Back to ToC](#))

### **2.6.2. Equal Opportunity Policy**

Oglethorpe University is an equal opportunity educational institution. Faculty, staff, and students are admitted, employed, and treated without regard to race; color; religion; national origin; sex; sexual orientation; pregnancy, childbirth or related medical conditions; age; disability or handicap; citizenship status; service member status; or any other category protected by federal, state or local law. Oglethorpe University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Sections 503/504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as well as other applicable federal, state and local laws. In compliance with these laws and regulations, Oglethorpe University has established the following specific policies and guidelines. ([Back to ToC](#))

#### **2.6.2.1. Equal Employment Opportunity (EEO) Policy**

We are an Equal Employment Opportunity employer committed to providing equal opportunity in all of our employment practices, including selection, hiring, assignment, re-assignment, promotion, transfer, compensation, discipline and termination. The University prohibits discrimination, harassment and retaliation in employment based on race; color; religion; national origin; sex; sexual orientation; pregnancy, childbirth or related medical conditions; age; disability or handicap; citizenship status; service member status; or any other category protected by federal, state or local law. Violation of this policy will result in disciplinary action, up to and including immediate termination. ([Back to ToC](#))

### **2.6.2.2. Disability Programs and Services**

Oglethorpe University attempts to ensure that all University goods, services, facilities, privileges, advantages and accommodations are meaningfully accessible to qualified persons with disabilities in accordance with the American Disabilities Act (ADA) of 1990, Section 504 of the Vocational Rehabilitation Act of 1973 and other pertinent federal, state and local disability anti-discrimination laws.

The academic success center (ASC) (see [Sec. 9.1.](#)) coordinates services available for and provides information upon request to students with disabilities. Students with disabilities are asked to contact the office prior to their first semester to register for assistance and to ensure that appropriate accommodations are made. The office answers questions regarding accessibility and accommodations at the University, maintains a computer with accessible hardware and software, provides testing accommodations, and can assist with filing disability-related grievances and complaints. Additional information is available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: success).

#### Course Substitutions

Requests for variances and/or waivers related to course substitutions or other academic requirements for students with documented disabilities are handled on a case-by-case basis. The disability services specialist will present the student's written request and rationale to the academic program committee. The petition should state the specific accommodation requested and a rationale for it. The petition must be presented to the committee no later than its last regular meeting of the semester prior to when the course will be taken.

#### Disability Services Appeal Policy

Oglethorpe University has a procedure by which students who believe they have been discriminated against by the University in violation of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 may file complaints about the discrimination or denial by the University to provide a requested accommodation. Students should first try to resolve their concern by working with the disability services specialist in the academic success center. If after working with the disability services specialist the student is not satisfied, he/she should refer to [Sec. 2.6.9.](#) regarding procedures for handling complaints and requests for variances, waivers and appeals. ([Back to ToC](#))

### **2.6.2.3. Policy Prohibiting Discrimination, Harassment and Retaliation**

Oglethorpe University values the dignity of the individual, human diversity and an appropriate decorum for members of the campus community. Discriminatory or harassing behavior is indefensible as it makes the work, study or living environment hostile, intimidating, injurious or demeaning.

It is the policy of the University that all members of the Oglethorpe community are able to work, study, participate in activities and live on a campus free of unwarranted harassment in the form of oral, written, graphic or physical conduct which personally frightens, intimidates, injures or demeans another individual. Harassment directed against an individual or group that is based on race, gender, religious belief, color, sexual orientation, national origin, disability, age or any other



category protected by federal, state or local law is prohibited. At a minimum, the term harassment as used in this policy includes:

- Offensive remarks, comments, jokes, slurs or verbal conduct pertaining to an individual's personal characteristics or those of a group.
- Offensive pictures, drawings, photographs, figurines or other graphic images, conduct or communications including e-mail, text messages, faxes and copies pertaining to an individual's personal characteristics or those of a group.
- Offensive sexual remarks, sexual advances or requests for sexual favors.
- Offensive physical conduct including touching and gestures.

Retaliation, which includes threatening an individual or taking any adverse action against an individual for reporting a possible violation of this policy or participating in an investigation conducted under this policy, is absolutely prohibited.

Members of the faculty are also covered by this policy and are prohibited from engaging in any form of harassing, discriminatory or retaliatory conduct. No member of the faculty has the authority to suggest to any student that the student's evaluation or grading would be affected by the student entering into (or refusing to enter into) a personal relationship with the faculty member or for tolerating (or refusing to tolerate) conduct or communication that might violate this policy. Such behavior is a direct violation of this policy.

#### Grievance Procedures for Students

Oglethorpe University has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by this policy and/or conduct in violation of Title VI, Title VII, Title IX, Section 504, the Age Discrimination Act and the Americans with Disabilities Act. The following University officials have been designated to respond to allegations regarding any such violation: the vice president for campus life, the provost, the director of human resources or director of counseling.

Complaints alleging misconduct as defined in this policy should be reported within 90 days of the alleged offense. Complainants may seek informal or formal resolution.

Informal resolution focuses on communication, education and resolution while formal procedures focus on investigation and discipline. Informal complaints will be resolved within 15 working days with a written resolution given to each of the parties involved. If the situation results in an impasse, the complainant will be given a notice of impasse within 15 working days from the filing of the incident. If a notice of impasse is given and the complainant wishes to file a formal written complaint, the complainant must do so within 30 working days of the date of notice of impasse unless a waiver in filing time is requested.

When a formal complaint is filed an investigation will be initiated. The person alleged of misconduct will be given 10 days to provide a signed response to the requesting official. A copy will be provided to the complainant. If the alleged harasser fails to respond, the presumption will be made that the allegation(s) in the complaint are true. A written determination will be issued to the complainant within 60 working days of the receipt of the formal written complaint. If the procedure requires an extension of time, the complainant will be informed in writing of the reasons, the status of the investigation and the probable date of completion.

If the complainant disputes the findings or is dissatisfied with the recommendations, the complainant may request reconsideration of the case to the president in writing within 45 working days of receipt of the written determination. Complainants also have the right to file with the appropriate state or federal authorities as set forth in the applicable statutes.

Cases that may require disciplinary action will be handled according to the established discipline procedures of the University. Student organizations in violation of this policy may be subject to the loss of University recognition. Complainants shall be protected from unfair retribution.

Nothing in this policy statement is intended to infringe on the individual rights, freedom of speech or academic freedom provided to members of the Oglethorpe community. The scholarly, educational or artistic content of any written or oral presentation or inquiry shall not be limited by this policy. Accordingly, this provision will be liberally construed but should not be used as a pretext for violation of the policy. ([Back to ToC](#))

### **2.6.3. Additional Policies, Statements and Requirements Related to Conduct of Various Members of the Campus Community**

#### **2.6.3.1. Civility Statement**

Oglethorpe University is a place dedicated to vigorous discussion, exchange of ideas and debate. Such discussion always runs the risk of becoming acrimonious, thus it is particularly important for all members of the Oglethorpe community to maintain a climate marked by mutual respect. We must be committed to the highest standards of civility and decency and to promoting a community where all people can work and learn together in an atmosphere free of demeaning behavior or hostility.

The need to maintain civility and mutual respect extends throughout the different venues of debate and discussion -- from informal exchanges in the dining hall, the residence halls or the quad to formal discussions in classrooms and meetings.

Students and faculty have a responsibility to foster a healthy climate for the exchange of ideas in the classroom and on campus. To that end, students and faculty should specifically avoid behavior that disrupts classroom activities or creates a hostile or intimidating atmosphere. ([Back to ToC](#))

#### **2.6.3.2. Code of Student Conduct** (see [Sec. 11.3.](#))

#### **2.6.3.3. Consensual Relationship Policy**

The educational mission of Oglethorpe University is promoted by the professionalism of its faculty-student relationships, staff-student relationships, supervisor-employee relationships and employee-employee relationships. These professional relationships must not be compromised by romantic or sexual attachments.

Consenting relationships that are of concern to Oglethorpe are those intimate, romantic or sexual relationships where there is a reporting or evaluation relationship between the two parties. In the case of faculty member and student, the respect and trust accorded the instructor by the student and the instructor's power in assigning grades, evaluations, recommendations for further study and future employment may diminish the student's ability to consent genuinely to

an amorous or sexual relationship. Supervisors assign and evaluate their subordinates' work, and senior colleagues often provide advice and support to junior colleagues and are involved in decisions concerning promotion and tenure, course and committee assignments, and salary increases. The power disparity inherent in such relationships poses serious moral, ethical, and legal concerns. Further, such a relationship could make it very difficult to defend a subsequent charge of sexual harassment on grounds of mutual consent. The faculty member, camp counselor, supervisor or senior colleague, by virtue of his or her position, will bear a special burden of accountability if charges of sexual harassment arise.

It is the responsibility of the faculty member, supervisor or other staff member who becomes involved in a personal relationship with a student or employee to avoid any conflict of interest, real or perceived, between personal and professional concerns. A faculty or staff member may not participate in the evaluation of a student, colleague or staff member with whom a romantic or sexual relationship exists or has existed. When a supervisory relationship exists, it is the responsibility of the parties involved to take appropriate actions to change the work and reporting relationship to remove the possibility of a conflict of interest. Failure to do so is a violation of professional ethics and may result in disciplinary action. ([Back to ToC](#))

#### **2.6.3.4. Ongoing Requirement for Students to Report on Disciplinary and Criminal Matters**

Disclosure of disciplinary and criminal history is required on the Oglethorpe University admission application (see [Sec. 3.](#)). Oglethorpe applicants, accepted students and current students have an ongoing, continuing duty to report additional disciplinary and criminal events that occur after submission of their admission application. The disciplinary and criminal events that must be reported under this requirement are described below. Reports must be made to the dean of students within three business days of the occurrence of the event. Failure to comply with this requirement will result in sanctions up to and including immediate forced withdrawal from the University (for current students), revocation of admission (for accepted students) and denial of admission (for applicants). Events which must be reported include:

- having been found guilty of any violation of a federal, state or municipal law, regulation or ordinance (other than minor traffic violations) including offenses for which any type of first offender status has been granted, or
- having entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or having otherwise accepted responsibility for the commission of a crime, or
- having been charged with, or having been found guilty of, any violation of academic honesty, honor code, or conduct regulations (be they academic or non-academic in nature) at any other post-secondary institution (college or university), or
- receiving any type of discharge from military service other than an honorable discharge.

([Back to ToC](#))

#### **2.6.4. Policies and Statements Pertaining Specifically to the Academic Enterprise**

##### **2.6.4.1. Academic Freedom and Responsibility**

Each faculty member has individual freedom of inquiry and expression in research, publication and teaching. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate and to discuss facts and ideas concerning all branches and fields of learning.

No limitations on such freedom shall be imposed other than those required by generally accepted standards of responsible scholarship and research.

A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline. However, the utmost care should be undertaken to avoid conveying the impression that one is speaking on behalf of the institution.

No individual shall be excluded from initial appointment or from academic tenure, nor shall any individual be deprived of appointment or academic tenure because of the individual's views or associations.

In the event of an alleged violation of academic freedom, any faculty member has the right of a hearing through an appeals committee. This committee shall be a joint trustee-faculty committee consisting of (1) three members elected by the faculty, (2) three members appointed by the chairperson of the executive committee of the board of trustees and (3) the president.

To avoid conflict of interest on the parts of faculty and students, faculty are not to use their academic positions to market, engage in or develop professional services with or for students currently enrolled in their classes. ([Back to ToC](#))

**2.6.4.2. Honor Code** (see [Sec. 10.](#))

**2.6.4.3. Policy on Intellectual Property Rights**

1. Preamble

Oglethorpe University believes that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the University and its learning communities reasonable access to, and use of, the intellectual property for whose creation the University has provided assistance.

The University supports the development, production, and dissemination of intellectual property by its faculty members, staff and students.

2. Definitions

When used in this policy, the term "Copyright" shall be understood to mean that bundle of rights that protect original "Works of Authorship" fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. "Works of Authorship" (including computer programs) include, but are not limited to the following: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models, and technical drawings); motion pictures and other audiovisual works; sound recordings; and architectural works. "Tangible Media" include, but are not limited to, books, periodicals, manuscripts, phonograph records, films, tapes, and disks.

When used in this policy, the term “Patent” shall be understood to mean that bundle of rights that protect inventions or discoveries which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof; new and ornamental designs for any useful article and plant patents being for the asexual reproduction of a distinct variety of plant, including cultivated sprouts, mutants, hybrids, and new found seedlings, other than a tuber propagated plant or plant found in an uncultivated state.

When used in this policy, the term “Intellectual Property” shall include Copyright and Patent.

### 3. Ownership of Intellectual Property

Intellectual Property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty author or inventor except as otherwise provided in this policy.

The University shall own Intellectual Property only in the following circumstances:

- a. The University expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement.
- b. The faculty author or inventor voluntarily transfers the Intellectual Property, in whole or in part, to the University. Such transfer shall be in the form of a written document signed by the faculty author or inventor.
- c. The University contributes to a “joint work” under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this policy. The granting of sabbaticals, junior leaves and professional development grants by the University shall not constitute grounds for “joint work” unless specified by the University in the terms of the sabbatical, leave or grant.
- d. The Intellectual Property results from externally funded research where ownership by the University conforms to the requirements of the funding agency.

Except as otherwise provided, Intellectual Property created, made, or originated by a student shall be the sole and exclusive property of the student author or inventor, except as he or she may voluntarily choose to transfer such property, in full or in part, or as provided in any agreement with an external funding source. The University shall own the copyright or patent in the case that the work was created by a student acting as an employee of the University and working on a project as part of responsibilities as an employee or when a student is assisting a faculty member on a project designated as joint work.

Intellectual Property created, made, or originated by a staff member in connection with his or her required job duties shall be the sole and exclusive property of the University. The staff member shall own Copyright of works and Patents of inventions created apart from his

or her designated job responsibilities or as part of professional development activities apart from designated work tasks except as otherwise provided.

#### 4. Use of Intellectual Property

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments and tests, shall remain the property of the faculty author, but the University shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course description.

In any agreement transferring copyright for such works to a publisher, faculty authors are expected to preserve the rights for the institution to use such works for internal instructional, educational, and administrative purposes.

Work created by students in connection with course assignments or in response to surveys administered by the University shall be available for the University to use for internal instructional, educational, and administrative purposes, including the assessment of student learning outcomes.

#### 5. Distribution of any Funds Generated

Funds received by the student, faculty or staff member from the sale of Intellectual Property owned by that author or inventor shall be allocated and expended as determined solely by that author or inventor.

Funds received by the University from the sale of intellectual property owned by the University shall be allocated and expended in accord with any applicable laws or agreements as determined solely by the University.

Funds received by a faculty member or student and the University from the sale of Intellectual Property owned jointly by the faculty member or student and the University shall be divided equally between the faculty member or student and the University unless a different agreement was entered into when the work was first undertaken.

In the event of multiple creators, the creators will determine the allocation of their individual shares when the work is first undertaken.

#### 6. Resolution of Emerging Issues and Disputes

The president's cabinet shall monitor and review technological and legislative changes affecting intellectual property policy and shall report to relevant faculty and administrative bodies, when such changes affect existing policies.

The president's cabinet shall serve as a forum for the receipt and discussion of proposals to change existing institutional policy.

Disputes over ownership, and its attendant rights, of intellectual property will be decided by the president of the University. Should a dispute arise, the president shall call into session a committee formed by three faculty members elected by faculty council, the director of information technology, and the vice president for business and finance who shall chair the

committee. The committee shall make an initial determination of whether the University or any other party has rights to the invention or other creation, and, if so, the basis and extent of those rights. The committee shall also make a determination on resolving competing faculty, student or staff claims to ownership when the parties cannot reach an agreement on their own. The committee shall make recommendation to the president who shall make the final determination. ([Back to ToC](#))

#### **2.6.4.4. United States Copyright Law Requirements**

Oglethorpe University supports and promotes adherence to the copyright laws of the United States, and particularly recognizes and adheres to the fair use provisions of Section 107 and the transmission performance and display exception of Section 110(2) of the Copyright Act wherever necessary when promoting educational activities requiring the sharing of materials. The University requires that all faculty, staff and students comply with the Copyright Act. Members of the University community who violate copyright law will be liable for their infringement. Infringement of copyright law can result in criminal and civil liability and statutory damages in excess of \$150,000 for each work. Please consult [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: library) for the most up-to-date information on the impact and requirements of U.S. copyright law on the educational mission of the University, its employees and its students. ([Back to ToC](#))

#### **2.6.4.5. Institutional Review Board (IRB) Information and Procedures**

##### General Information and Procedures

The purpose of an Institutional Review Board (IRB) is to help ensure that researchers observe ethical guidelines developed to protect the well-being of research participants. Under most circumstances, all faculty, staff, and students planning to conduct research involving human participants must obtain approval by the IRB prior to any data collection. Approval also must be obtained prior to any changes in approved procedures that will affect the confidentiality or risk of harm to participants. Most protocols will be approved for one year, although the review interval may be shorter if the IRB determines that the degree of risk is more than minimal. It is the responsibility of the investigator to make sure that ongoing research is submitted for review before the approval lapses. More specific guidelines and recommendations are provided below.

##### When is it necessary to submit a research project to the IRB for review?

Faculty, staff, and student research that includes human subjects must be submitted for review if any of the following criteria apply:

- The research involves interaction with participants, or
- The research collects identifiable data of a personal nature (from participants or records) that the participants would reasonably expect to be confidential, or
- The research involves collecting data from participants from an especially vulnerable population, such as infants, children, people with mental illnesses, prisoners, or people undergoing medical procedures. You should consult with the IRB to obtain more information on relevant safeguards for special populations such as these, or
- The research involves more than minimal risk of physical or psychological harm or discomfort to participants. According to federal regulations (45 CFR 46), minimal risk means that the probability and magnitude of harm or discomfort anticipated in the

research are not greater in and of themselves than those ordinarily encountered in daily life. Your assessment of harm and discomfort should include consideration of emotional discomfort such as embarrassment or emotional pain, or

- The research involves deception of the participants at some point in the project, or
- The research project involves the solicitation of external funding. In this case, be aware that as of October 1, 2000, the federal government requires that all submissions for federal grants regarding research with humans be accompanied by a certificate of proof that the submitter has completed a course or workshop on the ethical treatment of human participants. Please contact the chair of the IRB for more information on this requirement if it applies to your project.

Research by students that involves human participants can be reviewed and approved through departmental procedures approved by the IRB if all of the following criteria are met:

- The research is not externally funded, and
- The research collects only anonymous data from participants and records, and
- The research does not involve collecting data from participants from an especially vulnerable population (e.g., infants, children, people with mental illnesses, prisoners, people undergoing medical procedures), and
- The research involves no more than minimal risk of physical or psychological harm or discomfort to participants (see definition of minimal risk of harm above) and
- The research does not involve deception of participants

Departments where students frequently use human participants in research projects must develop a procedure for evaluating student projects that meet the five points above. The procedure must be approved by the IRB prior to implementation. The psychology department endorses and follows the ethical standards of the American Psychological Association when it evaluates student research projects that meet the five points above. These guidelines are recommended for other departments as well.

Special Note: Individuals outside of the Oglethorpe University community who wish to conduct research on campus must submit their proposals for IRB review.

#### When is it not necessary to obtain IRB approval or departmental approval?

To address this issue, consider the guidelines adopted by the psychology department. The psychology department traditionally uses humans as research participants more than any other department. In that department, human participants are used in research projects in three ways. First, the faculty in the department sometimes use humans as participants in their own projects. For example, one professor measures people's abilities to accurately decode nonverbal forms of communication. Second, the students in the department sometimes use humans as participants in their own projects. For example, a student may create a personality questionnaire and distribute the questionnaire to students via campus mail as part of an advanced research project, independent study, or honors project. Third, instructors in the department sometimes conduct small experiments in class to illustrate a point or to collect data for statistical analysis. For example, one instructor arranges for a person to unexpectedly enter a classroom and "steal" the instructor's notebook. After a passage of time, the students (witnesses) answer a series of questions about what happened. They then use the data to test several hypotheses about eyewitness testimony and memory.



In the first two cases (i.e., faculty and student research), the psychology department must follow the IRB guidelines for review and approval. In the third case (in-class experiments), the department believes that these are pedagogical exercises, not research per se. Consequently, instructors are given the freedom to use activities that they believe are appropriate, as long as those activities conform to the ethical standards of the American Psychological Association. In short, all research in the psychology department will conform to the American Psychological Association's ethical standards and, when appropriate, research projects will be submitted to the IRB for its review.

Departments in similar situations, with similar types of classroom projects, do not need to submit them for IRB or departmental approval. Note, however, that some ethical standards should be adopted and followed even in those pedagogical exercises.

#### What is the procedure for submitting proposals to the IRB?

The Oglethorpe University IRB conducts two types of reviews, standard and expedited. For a standard review, all IRB members read and review your proposal. For expedited reviews, only the IRB Chairperson will review the request. You may request an expedited review of your research if either of the following two points applies:

- Your study is an ongoing project that already has been approved by the IRB and has not changed or has changed in a way that will not affect confidentiality or risk of harm to participants. Whether or not changes in the procedures are introduced, all ongoing research must be reviewed by the IRB at least once a year.
- Your study involves no more than minimal risk of physical or psychological harm or discomfort to participants and does not involve deception or the use of participants from an especially vulnerable population. If the IRB chairperson is concerned that your study may place participants at risk for more than minimal harm or discomfort, your project will be reviewed through the standard IRB procedures.

The materials to submit for standard and expedited reviews are identical and they should be submitted to the IRB chair. Please submit 2 hard copies of all materials. For standard IRB reviews, the procedure normally takes about four weeks. For expedited IRB reviews, the procedure normally takes about one week. Currently, the IRB chair is:

Dr. Brad Stone

Phone: (404) 364-8381

Department of Sociology

E-mail: [BStone@oglethorpe.edu](mailto:BStone@oglethorpe.edu)

Oglethorpe University

4484 Peachtree Road, N.E.

Atlanta, GA 30319

#### What are the materials to submit for IRB review?

To request approval of your project by the IRB, you need to submit:

- A completed IRB Approval Request Form (available upon request from the IRB chair).
- A copy of your proposed informed consent form (see attached guidelines).
- Copies of any measures or questionnaires to be used in the study.
- If the investigator believes that written consent is not appropriate, he or she must provide the IRB with a statement of the reasons why written consent should be waived. Alternatively, a script (which includes all the elements of consent) is sometimes used in

obtaining oral consent from the participant. In this case, a copy of the script must be provided to the IRB.

Special Note: Be advised that if you plan to collect data at an off-campus facility (e.g., school, daycare center, and hospital) you are responsible for contacting that facility to inquire about its own IRB procedures. In most cases, schools, hospitals, prisons, and other settings have their own IRB procedures. Thus, if your project involves off-campus research, your protocol will need to be reviewed and approved by the Oglethorpe University IRB and possibly by a second IRB at the off-campus facility.

#### What if an IRB committee member wishes to submit a proposal for consideration?

If a standing member of the committee wishes to submit a proposal, it should be sent to the chair of the IRB for the appropriate type of review (standard or expedited). If the chair of the IRB committee wishes to submit a proposal, she or he will submit it to another member of the committee who will make the decision regarding standard versus expedited review. In all cases, if a standard review is necessary for a committee member's proposal, the submitting member will be excused from all voting responsibilities regarding her/his proposal.

#### What happens when an approved research project is completed?

The IRB committee asks that investigators notify the committee chair once their project is completed and submit a brief summary of the results. This will help the committee keep records on all projects in the event of an external audit of research conducted at Oglethorpe University.

For additional information, please see [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: academics). ([Back to ToC](#))

## **2.6.5. Policies Relating to Digital Media, Information and Communication**

### **2.6.5.1. University Communication Policy**

The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students.

The University and its faculty, staff and students will use official Oglethorpe e-mail accounts (those labeled name@oglethorpe.edu) to send University news, essential information, classroom communications and official notices. Such communications will not be sent to personal e-mail accounts such as "gmail," "hotmail," "aol" and the like.

Students are required to maintain current home addresses, local addresses, phone numbers and emergency contacts with the office of the registrar. Please see [Sec. 5.6](#).

In addition, both permanent home addresses and local addresses will be used for official written communications, and students are responsible for information mailed to these addresses of record. Such communications may include midterm and final grade reports, financial aid awards, library notices and student account statements.

It is the responsibility of the student to ensure that his or her information of record is correct and to make all changes to such information directly with the office of the registrar.

Faculty or other staff offices may collect such student information for their own purposes, but this does not constitute an official notification of changes. Students must go to the office of the registrar to make official changes or corrections to their information of record in person.

Faculty and staff are required to maintain current home address, phone numbers, emergency contacts and beneficiaries on file with the office of human resources. ([Back to ToC](#))

#### **2.6.5.2. Policy on Computing Ethics, E-mail and Computer Use**

Every residence hall room, faculty office and appropriate staff office has a connection to the Oglethorpe computer network and, through that intranet, to the greater world of the Internet with all its resources. Access is also available to students through computers located in the library, Goslin and Goodman Halls. Through the PetrelNet, users can also connect to the Voyager Library System, which provides access to the library's catalog and to GALILEO. The GALILEO system provides access to databases containing bibliographical information, summaries and in many cases access to full text of articles and abstracts.

##### **1. Statement of Computing Ethics**

All users of Oglethorpe University electronic resources have the responsibility to use information technology in an effective, efficient, ethical and lawful manner. The ethical and legal standards that must be maintained are derived directly from standards of common sense and common decency that apply to the use of any public resource. Violations of any conditions will be considered to be unethical and may possibly be unlawful. In accordance with established University practices, violations may result in disciplinary review which could result in legal action. The following list, though not comprehensive, specifies some responsibilities that accompany computer use, be it on centralized computing hardware or any other Oglethorpe electronic resource.

##### **2. General Responsibilities**

- a. Use of resources must be employed only for the purpose in which they are intended. University-supported computing includes: authorized research, instructional and administrative activities. Our personnel and computing resources cannot be used for commercial purposes, monetary gain or unauthorized research.
- b. Computer users must not search for, access or copy directories, programs, files, disks or data not belonging to them unless they have specific authorization to do so. Programs, subroutines and data provided on Oglethorpe's central computers cannot be downloaded or taken to other computer sites without permission. Programs obtained from commercial sources or other computer installations may not be used unless written authority to use them has been obtained. Oglethorpe equipment or software may not be used to violate the terms of any license agreement.
- c. Individuals should not encroach on others' use of the computer. This includes:
  - Using electronic resources for non-academic activities or other trivial applications such that it prevents others from using these resources for their primary intended purpose;
  - Sending frivolous or excessive messages or mail either locally or over the networks;

- Using excessive amounts of storage; printing excessive copies of programs, files or data;
  - Running grossly inefficient programs when efficient ones are available.
- d. Individuals must not attempt to modify system facilities or attempt to crash the system. Nor should individuals attempt to subvert the restrictions associated with computer accounts, networks or computer software protections.

### 3. Policy on E-mail and Computer Use

Oglethorpe University provides a wide variety of computing, networking and other technology facilities in order to promote and support academic pursuits. Information technology services (IT services) maintains and supports computing and networking services as well as other technologies in support of the University mission.

By using University technology resources, all users agree to abide by all University rules and policies, as well as any and all local, state and federal laws. All users have the responsibility to use computing technology resources in an effective, efficient, ethical and lawful manner. Violations of this policy may result in suspension, without notice, of privileges to use the resources and services, disciplinary action, including possible termination and/or legal action. Any questions regarding this and other policies should be addressed to the director of IT services.

### 4. General Responsibilities

- a. Individual use: Network and computing accounts are for individual use and should only be used by the person to whom the account has been issued. Users are responsible for all actions originating through their account or network connection. Users must not impersonate others or attempt to misrepresent or conceal their identity in electronic messages and actions. Users must not use University resources for any purpose inconsistent with Oglethorpe's status as a non-profit entity. Finally, users may not send mass e-mail to the University or subgroups of the University via already existing lists or lists gleaned from the global address book without prior authorization.
- b. E-mail use: Oglethorpe University encourages the appropriate use of e-mail. All users are expected to adhere to the bounds of decency, law, ethics, common sense, and good taste in e-mail communications. Confidentiality of e-mail is not guaranteed. Users should not assume that messages they send or receive are absolutely private. Views expressed by individual users are not necessarily the views of Oglethorpe University.
- c. Intellectual property: Users must comply with all copyright laws and fair use provisions, software licenses and all other state and federal laws governing intellectual property. Inappropriate reproduction and/or distribution of copyright music, movies, computer software, text, images, etc., are strictly prohibited.

### 5. Privacy

Oglethorpe University will take reasonable efforts to ensure that user files and e-mail messages remain private. Further, the University does not routinely monitor the contents of user files and/or messages. However, given the nature of computers and electronic

communications, the University cannot in any way guarantee, unless legal requirements dictate otherwise, the absolute privacy of files and information. Users must take reasonable precautions and understand that there is a risk that in some circumstances others can, either intentionally or unintentionally, gain access to files and/or messages. Where it appears that the integrity, security or functionality of the University's computer or network resources are at risk, Oglethorpe University reserves the right to take whatever actions it deems necessary (including, but not limited to, monitoring activity and viewing files) to investigate and resolve the situation.

The University will treat personal files and communications as confidential and will only examine or disclose their contents when authorized by the owner or under the following circumstances:

- a. Criminal investigation: IT services will comply with any criminal or civil legal proceedings, and provide any and all data requested in a legal subpoena in a timely fashion. The user will be informed of this action unless IT services is legally bound to secrecy.
- b. Termination of employment: IT services will, upon written request of a department head and/or vice president, and after verification that a user has left the University, change that user's password and provide the new password to the user's former department head or director.
- c. Internal administrative request (e.g., harassment allegation, discrimination, job performance, suspected honor code violation, suspected code of student conduct violation, etc.): Any request of an internal nature to examine a user's e-mail or electronic data must be made in writing to the director of IT services. Once this request is received, the combined authorization of the chief information officer and the appropriate provost and/or vice president is necessary to approve the request and outline the scope and method of the search, who will be provided the results of the search and decide whether the affected user will be notified and if so, if it will be before or after the search is completed. In general, users will be notified of the search unless the circumstances of the request dictate otherwise. Final approval for the search rests with the president.

Use of Oglethorpe's computer, network and telecommunication resources and services constitutes acceptance of this E-mail and Computer Use Policy.

All professional staff members of the IT services department are required to sign a confidentiality agreement regarding any and all user information they may come across in the performance of their duties. ([Back to ToC](#))

## **2.6.6. Parking, Driving and Vehicle Registration Policies and Regulations**

These regulations are intended to make the parking facilities of the University available to its members, to promote pedestrian and vehicular safety and to ensure access at all times for emergency vehicles.

### Traffic and Parking Regulations

- All vehicle operators are subject to University parking and traffic regulations while on University property and are responsible for knowledge of these regulations.

- Parking regulations are in effect from 8:00 AM to 5:00 PM Monday through Friday. Traffic regulations are in effect 24 hours a day, year-round.
- The director of campus safety has the authority to enforce or suspend the traffic and parking regulations at any time.
- State of Georgia statutes are in effect, and reference to Georgia Code, Chapters 40-6-221 through 225 will apply for spaces designated for generally disabled person parking.
- Pedestrians will be given the right-of-way at all times.
- The maximum speed limit on campus is 15 mph.
- All traffic and parking spaces (including painted curbs, spaces and hatchings) must be obeyed. It is not possible to mark with signs or yellow paint all areas of University property where parking is prohibited. However, parking is prohibited in driveways, in spaces designated for disabled persons and on pedestrian paths, crosswalks, sidewalks, grassy areas, construction areas, fire lanes, service areas or any place where parking or driving would create a safety hazard, obstruct traffic or interfere with the use of University facilities.
- The person registering the vehicle is responsible for all parking violations by that vehicle. If the vehicle is loaned to another person, proper observance of these regulations shall remain the responsibility of the registrant, except in the case of a moving violation for which the driver is responsible.
- Vehicles already in the traffic circle have the right-of-way.
- All drivers must follow the immediate direction of public safety and police personnel.
- All traffic devices including but not limited to signs, traffic cones and barricades must not be removed and all traffic direction they are designed to enforce must be obeyed.
- Reckless driving, loud music or noise audible more than 20 feet from any vehicle, riding outside the passenger compartment of any vehicle, failure to yield to traffic in the traffic circle and failure to register a vehicle are violations of the University parking and traffic regulations. Music sound level from vehicles on campus should be maintained at 54 dB while in academic areas of campus.

### Parking Areas

- Special visitor parking is designated to the keyhole parking area.
- Regular visitor parking is limited to the Maintenance Drive parking area and the designated visitor parking spaces in the Peachtree Gate parking area.
- Resident student parking is limited to the Greek Row; Upper Quad; North and Magbee; Maintenance Drive; Emerson and Dempsey parking areas.
- Commuter student parking is limited to the Goslin and Goodman parking areas.
- Faculty/staff parking is limited to the Peachtree Gate, Schmidt/Dorough, Hearst, Woodrow Way fence line and Library parking areas.
- Reserved parking, including buses and large vehicles, is designated to the Conant Center parking area with the assistance and direction of campus safety.

### Vehicle Registration

Any member of the University faculty, student body or staff using University roadways or parking spaces at any time on campus property must register his or her vehicle with campus safety.

- Faculty and staff will register vehicles annually between mid-August and September 1. Students will register vehicles at the time of registration for fall semester classes. Any vehicle

brought on campus after September 1 must be registered immediately (no later than four business days after arriving on campus).

- An individual may register only a vehicle belonging to the registrant or a member of his or her immediate family. Proof of ownership may be any official document that identifies the owner of the vehicle, including title, bill of sale or license tax receipt. Requests for exceptions to this requirement may be granted under special circumstances.
- Permit fees must be paid at the time of vehicle registration.
- Proof of vehicle registration is a permit in the form of a hang-tag provided to the registrant at the time of vehicle registration.
- Official hang-tags may be used on a vehicle other than the registered vehicle for three days provided the registrant informs campus safety of the hang-tag's use on a non-registered vehicle. The front of the hang tag must be completely visible at all times while on campus property.

### Violations

- Disability parking zone \$50.00
- Fire lane, driveways and reserved spaces \$30.00
- Parking zone violations, first offense \$10.00
- Parking zone violations, second offense \$25.00
- Other parking violations, first offense \$10.00
- Other parking violations, second offense \$25.00
- A third violation of any kind will result in immobilization (booting) of the offending vehicle.

### Vehicle Immobilization Charges

In order to have the immobilization device (boot) removed from the offending vehicle, a \$50.00 charge must be paid to campus safety prior to the removal of the immobilization device (boot). Students may pay this fee in the form of cash, check or debit from their student account after signing a voucher form. Non-students must pay the removal fee in the form of cash only.

### Towing

If a boot remains on an offending vehicle for more than 24 hours without payment of the removal fee, the vehicle will be towed prior to the beginning of the next business day.

The University reserves the right to immobilize, remove and impound vehicles on campus property:

- Found in violation of parking regulation.
- Without a current and valid hang-tag.
- Displaying an unauthorized, revoked or altered permit.
- Parked in fire lanes, driveways, disability spaces, walkways or on lawns.
- Blocking a dumpster.
- Posing a health or safety hazard.
- If notice has been made informing the owner that the vehicle will be removed.

Campus safety will have record of the removal of any vehicle and its location will be provided to the registered owner.

## University Liability

The University assumes no liability by the granting of vehicle parking or operating privileges. The University assumes no responsibility for the care or protection of vehicles or contents while operated or parked on University property.

## Visitor Parking

- Temporary hang-tags will be issued by campus safety to campus visitors for up to five days at no charge. The driver of the vehicle must obtain a temporary hang-tag that will show the expiration date of the temporary hang-tag. The driver of the vehicle must show a driver's license, registration and proof of insurance to obtain a temporary hang-tag. The driver must also provide the name, campus address and telephone number of the person he or she is visiting on campus in addition to his or her own contact telephone number. Temporary parking is allowed in the Maintenance Drive and Peachtree Gate parking areas.
- Short-term (four hours or less) visitor parking for the academic buildings is allowed in the Goodman and Schmidt/Dorough parking areas.
- Short-term (four hours or less) visitor parking for athletic events or events at the Conant Center for the Performing Arts is allowed in the Goslin, Robinson and Schmidt/Dorough areas.
- Bus and large vehicle parking is designated to the Conant parking area, with the direction and assistance of campus safety.

## Appeal Procedures

Appeals must be made via e-mail or PetrelNet within five days of the violation date. The first appeal for any traffic or parking violation fine is to the director of campus safety. The final appeal for any traffic or parking violation fine is to the vice president of campus life. The offender has five additional days from the decision of the director of campus safety to request a final appeal. ([Back to ToC](#))

### **2.6.7. Student Records**

The student records maintained by the University are categorized as follows:

- a. Admission records for prospective students are maintained by the admission office. When an admitted student enrolls, portions of the application file become the basis of the student's permanent academic record and are transferred to the registrar's office; items include application forms, all high school and college transcripts, AP or IB score reports, essays, letters of recommendation, acceptance letter, scholarship letter, and record of deposit payment. However, the office of admission continues to retain a summary of the application process for each applicant, any handwritten notes prepared by admission personnel, and any correspondences (principally e-mails) between the applicant and admission personnel.
- b. Most official academic records are maintained in the office of the registrar. They include admission applications and associated documentation; the registration records for each semester in residence; the records of grades and credits received in courses at this University or accepted here from another institution; and other documents directly relating to academic progress and status.
- c. International student records for both applicants and matriculated students are maintained by the admission office. These may include I-20 and I-94 forms, copies of identification such as a driver's



license or passport, visa documents, contact information for the student and guardians or sponsors, government-sponsored letters, or any other official correspondence.

- d. IT Services maintains a variety of digital data associated with students (and other community members). In particular,
  - Files saved to network storage are backed up to tape on the following schedule:
    - All files are backed up over the weekend
    - Any files that have changed since the prior weekend are backed up nightly
  - These backup tapes are retained for 8 weeks and then erased, recycled, or otherwise destroyed. This means that any file deleted from network storage will be unrecoverable after 8 weeks.
  - Students: Accounts deactivated per the Account & Network ID Policy will be retained for 4 weeks before it (and all the associated data such as files and/or e-mail) is deleted.
  - Data that is maintained on the University Administrative Computing System (Datatel Colleague or Benefactor) is permanently retained at the discretion of the department/division for their area of accountability. Data administrators are responsible for the accuracy, completeness and retention of data files in their areas.
- e. Disciplinary records are maintained by both the office of campus life and the honor council secretary. They include information about the investigation, adjudication and imposition of sanctions by the University or the honor council against an individual student for breach of the code of student conduct (and/or other written policies or regulations) or the honor code.
- f. Financial records: Fee payment records are maintained by the business office. Financial aid application records, including tax forms, are maintained by the financial aid office.
- g. Both work-study and non-work-study employment records of students are maintained by the office of human resources, except that work-study authorizations are maintained by the financial aid office.
- h. Medical, psychological and counseling records are maintained by the department providing the care (i.e. health clinic, counseling center, etc.).
- i. Career and job search records are maintained by career services office.
- j. Internship records are maintained by the office of experiential education.
- k. Study abroad records are maintained by the director of the Oglethorpe University students abroad (OUSA).
- l. Housing records are maintained by the office of campus life. They include housing applications/agreements and related information.
- m. Parking records and vehicle registration information are maintained by campus safety.
- n. Records of student athletes are maintained by the office of the athletics director.
- o. Library records are maintained by the director of the Philip Weltner Library.
- p. Records of student attendance at "Petrel Points" events are maintained by the associate provost.
- q. Records of certain academic transactions (probation, dismissal, readmission), academic honors, and academic complaints (and any attendant appeals) are maintained by the office of the provost. In the case of academic complaints (and any appeals), all those involved in the resolution process may have some portion of the records, also.
- r. Records of non-academic complaints are maintained by those involved in the resolution process as well as the office of the appropriate vice president.
- s. The academic success center maintains advising records, learning disabilities documentation and accommodations, and tutoring records.
- t. The office of development services maintains alumni records.

- u. Advising records as well as copies of official academic records may be maintained by individual faculty members, as may be informal records of conversations, student plans, requests for letters of recommendation, and so forth.

Student educational records maintained on Datatel and Oasis should only be accessed by University employees with a legitimate educational interest or whose access is otherwise undertaken to comply with FERPA (see [Sec. 2.6.8.](#)). Unauthorized access is a violation of federal law and University policy. Records maintained by student organizations are not considered University records. Student organizations are, however, expected to take reasonable steps to protect student information they maintain from unwarranted invasions of privacy and to permit students to access their records. ([Back to ToC](#))

## **2.6.8. Family Educational Rights and Privacy Act (FERPA)**

To comply with the Family Educational Rights and Privacy Act of 1974, commonly called the Buckley Amendment, the administration of Oglethorpe University informs the students of their rights under this act. The law affords students rights of access to educational records and partially protects students from the release and disclosure of those records to third parties. Educational records are those records, files and other materials that contain information directly related to a student's academic progress, financial status, medical condition, etc., and are maintained by the University or a party acting on behalf of the University.

### **1. Educational Records**

Educational records are defined as those records created to assist the offices of academic divisions, admission, business, evening degree program, financial aid, president, provost, registrar, student affairs and institutional research and effectiveness in their support of basic institutional objectives and any records identified by student name that contain personally identifiable information in any medium.

Educational records, with the exception of those designated as directory information (see Directory Information, below), may not be released without the written consent of the student to any individual, agency or organization other than to the following authorized personnel or in the following situations:

- Parents or guardians, if student is a dependent as defined by Section 152 of the Internal Revenue Code of 1954.
- Oglethorpe University faculty and staff who have an educational interest in the student, including but not limited to advisors, instructors and coaches.
- Officials of other schools in which the student seeks to enroll (transcripts).
- Certain government agencies specified in the legislation.
- An accrediting agency in carrying out its function.
- In emergency situations where the health or safety of the student or others is involved.
- Educational surveys where individual identification is withheld.
- In response to a judicial order.
- In a campus directory after the student has been informed of deletion options.
- In connection with financial aid.
- Parents or guardians of a student if regarding the student's use or possession of alcohol or controlled substances in limited circumstances.

For more information about educational records maintained by the University, please contact the registrar.

## 2. Directory Information

Directory information is information not generally considered harmful or invasive of privacy if disclosed. The University may release directory information to parties having a legitimate interest in the information. Directory information includes but is not limited to the following: student name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletes, dates of attendance, photographs, enrollment status, degrees and awards received and most recent previous educational agency or institution attended by the student. Mailing lists of Oglethorpe University students will not be provided outside the University community, except to the U. S. Department of Defense for military recruiting purposes as required by the Solomon Amendment.

Students who wish to exercise their rights under the law to refuse to permit release of any or all of the categories of personally identifiable information with respect to themselves must notify the registrar in writing, preferably before completion of registration for the first term of enrollment for that academic year.

## 3. Student Review of Records

A student may request, in writing, an opportunity to review the official educational records maintained by the University. Educational records excluded from student access are:

- Confidential letters and statements of recommendation which were placed in the record before January 1, 1975.
- Confidential letters and confidential statements of recommendation placed in the student's education records after Jan. 1, 1975, if:
  - The student has voluntarily signed a waiver of right to inspect and review those letters and statements.
  - Those letters and statements are related to the student's:
    - Admission to an educational institution.
    - Application for employment.
    - Receipt of an honor or honorary recognition.
- Medical and psychological information.
- Private notes and procedural matters retained by the maker or substitutes.
- Financial records of parents or guardians.

To review their student record, a student must submit a written request to the registrar. Request forms for such a review, appeal or formal hearing and information about the procedures to be followed are available in the registrar's office. Access will be made available within 45 days of receipt of the written request. Certified transcripts may be withheld if a student has not met all obligations to the University.

After inspection of a record, the student has the right to challenge any material which may be inaccurate or misleading or which violates the student's privacy. The student may do so by requesting the correction or deletion of such information in writing on the above listed form.

This appeal may be handled in an informal meeting with the party or parties concerned or through a formal hearing procedure. Formal hearing procedures are as follows:

- The hearing shall be conducted and decided within a reasonable period of time following the request for a hearing.
- The hearing shall be conducted and the decision rendered by an institutional official or other party who does not have a direct interest in the outcome of the hearing.
- The student shall be offered a full and fair opportunity to present evidence relevant to the issues raised.
- The decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing.

Note: A formal hearing may not be convened to contest grades. The grade appeal procedures are listed in the grade appeal policy ([Sec. 5.21.6.](#)).

#### 4. Student's Written Consent to Release Educational Records

Written consent by the student to release educational records to a third party must specify the records to be released and the recipient of such records. Request forms for the release of appropriate records are available in each office containing educational records.

#### 5. Notification of Parents, Guardians, Spouses and Other Family Members

Parents and guardians may obtain non-directory information (grades, GPA, etc.) only at the discretion of the institution and after it has been determined that the relevant student is legally their dependent. Oglethorpe University recognizes the importance of support and interest of parents, guardians, spouses and families of students in all areas of the college program. Students are encouraged to share information about their experience and programs with their families. In keeping with that philosophy, it is Oglethorpe University's policy not to disclose non-directory information based solely on dependent status. Parents, guardians, spouses and other family members may also acquire non-directory information by obtaining and presenting a signed consent from the relevant student. The University may choose to provide non-directory information to parents or guardians if it is regarding the student's use or possession of alcohol or controlled substances. ([Back to ToC](#))

### **2.6.9. General Policies for Handling Complaints and Requests for Variances, Waivers and Appeals**

Whenever a policy or requirement has an embedded process for resolving complaints, appeals, requests for variance and/or requests for waiver (please see [Sec. 1.1](#) of this *Bulletin* for definitions of these terms), then the embedded process must be followed. None of the following more general policies may be substituted in place of the embedded one. Examples of policies which have embedded processes for resolving complaints, appeals, variances and/or waivers include (but are not necessarily limited to):

- "Course Substitutions" section of the Disability Programs and Services policy ([Sec. 2.6.2.2.](#))
- Policy Prohibiting Discrimination, Harassment and Retaliation ([Sec. 2.6.2.3.](#))
- Academic Freedom and Responsibility ([Sec. 2.6.4.1.](#))
- Policy on Intellectual Property Rights ([Sec. 2.6.4.3.](#))
- Parking, Driving and Vehicle Registration Policies and Regulations ([Sec. 2.6.6.](#))
- Family Educational Rights and Privacy Act (FERPA) ([Sec. 2.6.8.](#))
- Admission ([Sec. 3.7.1.](#))

- Financial Aid Appeals ([Sec. 4.5.9.](#))
- Financial Aid Suspension ([Sec. 4.6.4.2.](#))
- Grade Appeal Policy ([Sec. 5.21.6.](#))
- Academic Dismissal ([Sec. 5.23.2.3.](#))
- Honor Code ([Sec. 10.](#))
- Code of Student Conduct ([Sec. 11.3.](#))

For complaints, appeals, requests for variance and/or requests for waiver not subject to an associated embedded process in an extant policy, procedure or regulation, the following system will be followed.

#### **2.6.9.1. Academic Committee for Complaints, Appeals, Variances and Waivers**

Consists of the associate provost, the director of the academic success center, and three tenured faculty members appointed to annual terms by the provost. A quorum is three members. All decisions require a simple majority of members present. Members of the committee who feel they cannot be objective regarding a particular matter are required to recuse themselves. If recusals prohibit a quorum from being present, the provost may appoint sufficient temporary committee members to achieve quorum. The committee meets approximately monthly, including soon after the drop/add and midterm periods each semester.

#### **2.6.9.2. Non-Academic Committee for Complaints, Appeals, Variances and Waivers**

Consists of two members appointed to annual terms by the vice president for campus life, two members appointed to annual terms by the vice president for business and finance, and one member appointed to an annual term by the provost. A quorum is three members. All decisions require a simple majority of members present. Members of the committee who feel they cannot be objective regarding a particular matter are required to recuse themselves. If recusals prohibit a quorum from being present, the vice president for campus life and the vice president for business and finance may jointly appoint sufficient temporary committee members to achieve quorum. The committee meets approximately monthly.

Throughout the following, the term “complainant” means that person who is wishing to register a complaint, file an appeal, or request a variance or waiver. The term “relief” means that which satisfies the complainant’s objection(s) and/or request(s).

The general procedure for handling complaints, appeals, requests for waivers and variances is as follows:

Step 1: The complainant seeks relief from that person or that group of persons which is most directly associated with the policy, procedure or regulation in question. If the complainant is unsure as to the identity of this person or group, he/she may ask for clarification from any vice president. The request for relief must be written, must be accompanied by all relevant supporting documentation, and must be submitted within one year of whatever event or situation precipitated the alleged need for relief. The person or group receiving the request for relief may interview the complainant and others and has twenty business days to render a decision, which will be conveyed in writing to the complainant and other interested parties. If the requested relief is granted, a written summary will be forwarded to the appropriate vice president(s), who is responsible for ensuring implementation of the agreement. If relief is denied or is adjudged by the complainant to be unsatisfactory in nature, the complainant has five business days to initiate Step 2 of this process.

Step 2: The complainant responds in writing to the person or group which registered the decision in Step 1, asking for further relief. The person or group employed in Step 1 will then forward all written materials to either the academic committee for complaints, appeals, variances and waivers or the non-academic committee for complaints, appeals, variances and waivers, whichever is appropriate. Membership of these committees can be secured by asking any vice president. The committee receiving the request for relief may interview the complainant and others and has thirty business days to render a decision, which will be conveyed in writing to the complainant and other interested parties. If the requested relief is granted, a written summary will be forwarded to the appropriate vice president(s), who is responsible for ensuring implementation of the agreement. If relief is denied or is adjudged by the complainant to be unsatisfactory in nature, the complainant has five business days to initiate Step 3 of this process.

Step 3: The complainant responds in writing to the committee which rendered the decision in Step 2, asking for further relief. The committee employed in Step 2 will then forward all written materials to the president. The president may interview the complainant and others, and has twenty business days to render a decision, which will be conveyed in writing to the complainant and other interested parties. If the requested relief is granted, a written summary will be forwarded to the appropriate vice president(s), who is responsible for ensuring implementation of the agreement. If relief is denied, the matter is concluded. There is no further avenue for relief.

Students are cautioned to not behave in ways that could prove detrimental should their complaint, appeal or request for waiver or variance ultimately be denied. For example, if a student does not withdraw from a course by the requisite deadline and wishes to request a waiver for that requirement, during the three-step process outlined above the student should assume that he/she will not be permitted to withdraw and therefore should still attend the class and complete all assignments. That way, if the request for waiver is eventually denied the student will not have further harmed his/her grade in the course. ([Back to ToC](#))

### 3. Admission

Oglethorpe University welcomes students from all areas of the United States as well as international students as candidates for admission. Oglethorpe does not discriminate on the basis of: race; color; religion; national origin; sex; sexual orientation; pregnancy, childbirth or related medical conditions; age; disability or handicap; citizenship status; service member status; or any other category protected by federal, state or local law.

The admission staff selects for admission applicants who present strong evidence of purpose, maturity, academic ability, integrity, good conduct and the potential for success at Oglethorpe. Should the admission committee question whether such qualities exist in an applicant, the student may be required to participate in an on-campus interview with a member of the admission staff.

If an applicant:

- a. has been found guilty of any violation of a federal, state or municipal law, regulation or ordinance (other than minor traffic violations) including offenses for which any type of first offender status has been granted, or
  - b. has ever entered a plea of guilty, no contest, nolo contendere, or an Alford plea, or has otherwise accepted responsibility for the commission of a crime, or
  - c. is currently charged with, or has been found guilty of, any violation of academic honesty, honor code, or conduct regulations (be they academic or non-academic in nature) at a previously attended post-secondary institution (college or university); or
  - d. left a previous post-secondary institution (college or university) while there were pending charges of any violation of academic honesty, honor code, or conduct regulations (be they academic or non-academic in nature), or
  - e. has received any type of discharge from military service other than an honorable discharge,
- then the applicant's case will be reviewed to insure that the applicant meets the satisfactory academic performance, good character, and good conduct requirements noted above. If, after a letter of acceptance has been issued, information comes to light that shows that an applicant did not meet all admission requirements or that an applicant's application contained omissions or misrepresentations, the applicant's offer of admission will be automatically revoked. If this information comes to light after the student has enrolled, the applicant's enrollment at Oglethorpe will automatically be terminated and earned credit may be revoked.

All documents gathered by the University for admission purposes concerning applicants become the property of the University upon receipt, and are not under any circumstances returned to the applicant or forwarded to another institution. See [Sec. 2.6.7.](#) for additional information concerning maintenance of application materials. ([Back to ToC](#))

#### 3.1. General Undergraduate Admission Information

There are two undergraduate programs for those who are intending to earn a degree at Oglethorpe. These are the Traditional Undergraduate (TU) program and the Evening Degree Program (EDP). Every degree-seeking undergraduate student is admitted into one or the other of these two programs. For undergraduate students who are not wishing to pursue a degree at Oglethorpe but still would like to take one or more classes at our University, there are also several admissions options (see [Sec. 3.1.3.](#), below, and [Sec. 3.4.](#)).

##### 3.1.1. Traditional Undergraduate (TU) Program

Principally designed for degree-seeking students who are not working full-time or nearly full-time. Applicants who are younger than 22 years old at the time of initial application may only apply for admission to the TU program. Applicants who are 22 years or older at the time of original application may select to be in the TU program or may select the EDP program instead. For those aged 22 years or

more, the TU program is recommended only for those who are working, at most, 20 hours per week and who have significant amounts of available time during mornings and afternoons to accommodate coursework. Otherwise, the EDP program is recommended. Students in the TU program may earn Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees. Please see especially [Sec. 7.](#) and [Sec. 8.](#) of this *Bulletin* for additional information.

### **3.1.2. Evening Degree Program (EDP)**

Degree-seeking applicants must be 22 years of age or older at time of original application. The program offers coursework during the evening hours, and is therefore ideal for adults who work full-time or nearly full-time during the mornings and/or afternoons when most TU courses are offered. Students in the EDP may earn Bachelor of Arts in Liberal Studies (B.A.L.S.) or Bachelor of Business Administration (B.B.A.) degrees. Please see especially [Sec. 7.](#) and [Sec. 8.](#) of this *Bulletin* for additional information.

### **3.1.3. Undergraduate Admission for Non-Degree Seeking Students**

Those who wish to take one or more courses at Oglethorpe but who do not intend to pursue a degree can be admitted as joint enrollment students, transient students, special status students or to audit one or more courses. Please see [Sec. 3.4.](#) for further information on the admission possibilities and requirements for these types of students. However, such admission categories are restricted to those who wish to take undergraduate-level courses only. Graduate-level classes require admission to the graduate program. ([Back to ToC](#))

## **3.2. Traditional Undergraduate (TU) Admission**

Please see [Sec. 3.1.1.](#) above for an overview of the TU program.

Please direct all inquiries to:

Office of Admission  
Oglethorpe University  
4484 Peachtree Rd NE  
Atlanta, GA 30319  
(404)364-8308  
[admission@oglethorpe.edu](mailto:admission@oglethorpe.edu)

The TU application is available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: admission). Oglethorpe also accepts the Common Application, available at [www.commonapp.org](http://www.commonapp.org). Additional important information includes:

ACT college code: 0850

SAT and TOEFL college code: 5521 ([Back to ToC](#))

### **3.2.1. Freshmen Applicants**

First-time Freshman (FF) applicants are individuals who:

- have never enrolled in a college or university, or
- have been joint-enrolled at a college or university before earning a secondary school diploma.

Freshman Transfer (FT) applicants are individuals who:

- have enrolled in college but completed less than 24 semester hours or 36 quarter hours.



Because the admission process is the same for both FF and FT students, throughout this section FF and FT students are treated the same; both are referred to simply as “Freshmen.” However, there are sections of this *Bulletin* where the distinction between being a FF and a FT is an important one; see, for example, [Sec. 9.16](#) concerning Petrel Points.

Typically, first-time freshman candidates are completing a secondary school program at the time of application. While an admission decision may be based only on coursework through the junior year, the admission office expects all enrolling freshmen to submit a final transcript to show completion of academic work and official graduation.

### **3.2.1.1. Deadlines**

Oglethorpe offers two application plans for freshman candidates: Early Action (November 15 deadline) and regular decision (rolling admission).

#### Early Action

Secondary school students with a strong interest in attending Oglethorpe in the fall semester and who wish to receive consideration for full-tuition scholarships should apply under the early action plan. Candidates should complete the application and postmark all required credentials by November 15 of the senior year. The admission office sends notification of early action decisions no later than December 5, unless the admission committee requires additional information. The early action plan is non-binding, and there is no obligation to make a college choice at the time of admission. The required enrollment deposit is refundable until May 1, provided that the student informs the University in writing of the decision not to enroll.

#### Regular Decision

Any freshman applicant for any semester may apply under the regular decision plan, which is rolling admission. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

Secondary school students seeking to begin in the fall semester should apply in a timely manner during the senior year. Rolling admission notification begins no sooner than December 5. Thereafter, the admission office sends notification of admission within two weeks of completion, unless the admission committee requires additional information. The required enrollment deposit is refundable until May 1, provided that the student informs the University in writing of the decision not to enroll.

### **3.2.1.2. Admission Consideration**

The Oglethorpe freshman admission process is selective and based on individual consideration. Eligible candidates should demonstrate academic achievement in a secondary curriculum, including appropriate courses in English, social studies, mathematics and science. In addition to the quality of the secondary school program, Oglethorpe also considers credentials such as standardized test scores, the admission essay, letters of recommendation, involvement in the school and community and part-time work. Achievement tests, portfolios or videos are not requested for admission, but will be considered if submitted. The admission office strongly recommends interviews and campus visits.

### **3.2.1.3. Application Requirements**

A completed freshman application includes submission of the application form, payment of the application fee, and the following:

- Official secondary school transcript or official results of the GED examination.
- Official ACT or SAT scores.
  - Oglethorpe considers the strongest score(s) from either test in the admission decision.
  - For the SAT, Oglethorpe considers the highest Critical Reasoning and Math subscores, regardless of test date.
  - For the ACT, Oglethorpe considers the highest composite score, regardless of test date.
  - Oglethorpe considers official any scores that appear on the official secondary school transcript, or on a score report forwarded directly to Oglethorpe from the testing agency.
- Application essay of at least 250 words (typed).
- One recommendation from a teacher or counselor who can attest to the applicant's academic ability.

Oglethorpe also requires an official transcript from each and every college or university attended, if a freshman candidate has attempted or earned college credit of any kind. This includes but is not limited to joint enrollment as a secondary student; pre-college summer programs; or prior college enrollment of less than 24 semester hours or 36 quarter hours.

Oglethorpe does not require official score reports for credit by examination before making an admission decision, although evidence of advanced coursework is considered a sign of rigor in a college preparatory curriculum. Admitted students seeking the possibility of credit for Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP) should submit an official score report for any examinations taken as soon as these scores are available. For more details, please refer to the [Sec. 5.8.1.](#) of this *Bulletin*.

### **3.2.1.4. Enrollment Policies**

Admitted freshman students must secure their place in the class by submitting an enrollment deposit no later than May 1 (if the student will enroll in the fall semester) or January 1 (if the student will enroll in the spring semester). Entering freshman students must submit an official final transcript from the secondary school and, if applicable, from all colleges and universities. All freshman students must contact the residence life office regarding their housing status as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete the online housing application, please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: residence life).

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization).

### **3.2.1.5. Home School**

Home schooled applicants are individuals who complete secondary-school requirements in a home school, either through an accredited diploma-granting institution that supplies an official home school transcript, or through a non-accredited home study program.

Home schooled candidates should follow all application requirements for freshman candidates, plus the following additional credentials:

With an official home school transcript:

- Letter of recommendation from a third party other than a family member, such as a tutor, mentor, or clergy member.
- Personal interview with an admission officer.

In the absence of an official home school transcript:

- Portfolio recording all secondary work completed, including courses studied, textbooks, assignments and extracurricular achievements.
- Letter of recommendation from a third party other than a family member, such as a tutor, mentor or clergy member.
- Personal interview with an admission officer. ([Back to ToC](#))

### **3.2.2. Transfer Applicants**

Transfer applicants are individuals who have previously attended a regionally accredited college or university and earned a minimum of 24 semester hours or 36 quarter hours of college credit, after completing secondary school or the GED.

Students who have completed joint enrollment at a college or university before earning a secondary school diploma, or who have earned less than 24 semester hours or 36 quarter hours after completing secondary school or the GED, are considered freshman applicants and should refer to [Sec. 3.2.1.](#) of this *Bulletin*.

#### **3.2.2.1. Deadlines**

For all start semesters, transfer applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

#### **3.2.2.2. Admission Consideration**

The transfer admission process is selective and based on individual consideration. Eligible candidates must have earned a minimum cumulative grade-point average of 2.3 (on a 4.0 scale) in a minimum of 24 semester hours or 36 quarter hours of college credit. Candidates must be in academic good standing at the present or most recent institution. Transfer applicants on probation or exclusion from another institution will not be considered for admission.

#### **3.2.2.3. Application Requirements**

A completed transfer application includes submission of the application form, payment of the application fee, and the following:

- Official transcript from each and every college or university attended.

- Application essay of at least 250 words (typed).
- One recommendation from a teacher, counselor or advisor who can attest to the applicant's academic ability.

#### **3.2.2.4. Enrollment Policies**

Admitted transfer students must secure their place in the class by submitting an enrollment deposit no later than May 1 (if the student will enroll in the fall semester) or January 1 (if the student will enroll in the spring semester). Entering transfer students must submit an official final transcript from all colleges and universities. All transfer students must contact the residence life office regarding their housing status as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete the online housing application, please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: residence life).

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

#### **3.2.3. Articulation Agreements (Freshmen and Transfer Applicants)**

Oglethorpe offers the opportunity to transfer work through collaborative efforts with other institutions by way of articulation agreements. Formal agreements have been made with the following secondary schools, colleges, universities, and organizations:

- Georgia Perimeter College (Atlanta, GA): traditional program and honors program
- Agnes Scott College (Decatur, GA): Teach for America in early childhood education
- Caribbean Examinations Council (Barbados)
- Arkansas School for Mathematics, Sciences and the Arts (Hot Springs, AR)
- Louisiana School for Math, Science and the Arts (Natchitoches, LA)
- Mississippi School for Mathematics and Science (Columbus, MS)
- North Carolina School of Science and Mathematics (Durham, NC) ([Back to ToC](#))

#### **3.2.4. International Students (Freshman and Transfer Applicants)**

International applicants are individuals who are not U.S. citizens or permanent residents. International applicants may be either first-time freshmen or transfer students.

##### **3.2.4.1. Deadlines**

International applicants seeking freshman admission may choose to apply under either the early action plan (November 15 deadline) or the regular decision plan. For more details about each plan, please refer [Sec. 3.2.1.1.](#)

International applicants seeking transfer admission are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

### **3.2.4.2. Admission Consideration**

International applicants who are able to provide evidence of suitable academic background and adequate financial resources are encouraged to apply. Admission to Oglethorpe is open to qualified students of all nationalities.

Eligible freshman candidates should demonstrate academic achievement in a secondary curriculum, and transfer candidates should demonstrate academic achievement in college or university coursework. Candidates should also show proof of English language proficiency as outlined in [Sec. 3.2.4.5](#). The admission office encourages international students to arrange telephone or online interviews.

### **3.2.4.3. Application Requirements**

A completed international application includes submission of the application form, payment of the application fee, and the following:

- Official, original versions of secondary school, college, or university documents, certificates, or diplomas.
- Transcript evaluation, for all non-U.S. transcripts and records.
  - Evaluations must include an English translation, a “course-by-course” evaluation, semester credit hours, grades and detailed course descriptions, and must be sent directly to Oglethorpe.
  - Oglethorpe recommends the use of a firm such as Josef Silny and Associates, Inc. ([www.jsilny.com](http://www.jsilny.com) or +1 305 273 1616)
- Application essay of at least 250 words (typed, in English).
- One recommendation from a teacher or counselor who can attest to the applicant’s academic ability.
- A completed financial statement of support, and a document on bank letterhead that certifies available funds.

The materials above are required before an admission decision can be made. In addition, Oglethorpe strongly recommends that all international applicants prepare the following credentials as part of the application process, as they are important in subsequent steps toward enrollment:

- Passport photocopy
- International Student Financial Aid Application, available from the financial aid office.

### **3.2.4.4. Enrollment Policies**

Admitted international students must secure their place in the class by submitting an enrollment deposit no later than May 1 (if the student will enroll in the fall semester) or January 1 (if the student will enroll in the spring semester). Entering international students must submit an official final transcript from the secondary school and, if applicable, from all colleges and universities. All international students must contact the residence life office regarding their housing status as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete the online housing application, please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: residence life).

International students should be mindful of the additional steps needed to secure a visa before attending Oglethorpe. Admitted international students should make an enrollment decision in a timely fashion, allowing ample time for visa issuance at their local U.S. embassy.

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization).

### **3.2.4.5. English Proficiency**

Before selecting an international applicant for admission, the admission committee verifies that the applicant shows proficiency in English, in order to fully participate in Oglethorpe courses by speaking, listening, reading and writing. Students who are academically qualified but cannot demonstrate English language proficiency as outlined below should consult [Sec. 3.2.4.6.](#)

All international applicants must demonstrate English proficiency by submitting one of the following:

#### If English is not the first language:

- Official transcript from an ELS, Inc., language center.
  - Must indicate completion of level 109 or higher.
- Official scores from an ESL test.
  - Must indicate completion of level 7.
- Official scores from the TOEFL (Test of English as a Foreign Language).
  - Minimum score of 79 on the Internet-based test.
  - Minimum score of 213 on the computer-based test.
  - Minimum score of 550 on the paper-based test.
  - Oglethorpe’s college code for the TOEFL is 5521.
- Official scores from the IELTS (International English Language Testing System) test.
  - Minimum score of 7.
- Official scores from the SAT (Scholastic Assessment Test).
  - Minimum score of 500 on both the Critical Reading and Writing sections.
  - Oglethorpe’s college code for the SAT is 5521.
- Official transcript from a regionally accredited United States college or university.
  - Minimum combined cumulative grade-point average of 2.3 with no grade below a “C” in two English composition courses.

#### If English is the first language:

- Official scores from the SAT (Scholastic Assessment Test).
  - Minimum score of 500 on both the Critical Reading and Writing sections.
  - Oglethorpe’s college code for the SAT is 5521.
- Official scores from the ACT.
  - Minimum composite score of 21.
  - Oglethorpe’s college code for the ACT is 0850.
- Official copy of approved regional examinations (for example, “A” or “O” level examinations).

#### **3.2.4.6. Conditional Admission**

Conditional admission is available for international applicants who do not show English proficiency but who otherwise meet the admission requirements. Conditionally admitted students would first enroll in an intensive language program before matriculating at Oglethorpe. Currently, the admission office refers qualified applicants to the Georgia Tech Language Institute's Intensive English Program (GTLI-IEP). This agreement creates a bridge program that helps students needing ESL training to transition into a full-time undergraduate degree program. Students must complete the 700 Upper Advanced Level in the GTLI-IEP in order to qualify for full admission to Oglethorpe. ([Back to ToC](#))

### **3.3. Evening Degree Program (EDP) Admission**

Please see [Sec. 3.1.2.](#) above for an overview of the EDP program.

Please direct all inquiries to:

Office of Admission  
Oglethorpe University  
4484 Peachtree Rd NE  
Atlanta, GA 30319  
(404)364-8308  
[admission@oglethorpe.edu](mailto:admission@oglethorpe.edu)

The EDP application is available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: admission).

#### **3.3.1. Deadlines**

For all start terms, adult applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

Adult candidates may apply for admission for the EDP fall, spring or summer semesters.

#### **3.3.2. Admission Consideration**

Candidates for adult admission must be at least 22 years of age. Candidates should demonstrate an eligible academic record by one or more of the following measures:

- Minimum cumulative grade-point average of 3.0 (on a 4.0 scale) on the secondary school diploma.
- Minimum cumulative grade-point average of 2.3 (on a 4.0 scale) on any college coursework completed in the previous two years.
- Acceptable scores on the GED examination.

#### **3.3.3. Application Requirements**

A completed adult application includes submission of the application form, payment of the application fee, and the following:

- Official academic records:
  - Official transcript from each and every college or university attended, if the applicant has completed at least 24 semester hours or 36 quarter hours.

- Official secondary school transcript or official results of the GED examination, if the applicant has never enrolled in a college or university, or if the applicant has completed less than 24 semester hours or 36 quarter hours.
- Application essay.

Supplemental materials (such as a letter of recommendation) may be required at the discretion of the admission committee before a decision will be made.

#### **3.3.4. Enrollment Policies**

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

### **3.4. Admission for Non-Degree Seeking Students**

Please see [Sec. 3.1.3.](#) above for an overview of admission for non-degree seeking students.

#### **3.4.1. Joint Enrollment**

Joint-enrolled applicants are individuals who have attained junior standing or higher in secondary school, and who apply for enrollment in suitable college or university coursework before completing secondary school. Often, students use the credits earned during joint enrollment to satisfy secondary-school graduation requirements.

##### **3.4.1.1. Deadlines**

For all start terms, joint enrollment applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

##### **3.4.1.2. Admission Consideration**

Eligible candidates for joint enrollment have the social maturity to benefit from a collegiate experience, possess a minimum cumulative grade-point average of “B” and have achieved a minimum SAT combined score (Critical Reading + Math) of 1140. Typically, students may take no more than five total courses during the period of joint enrollment. Students wishing to exceed five total courses must obtain the approval of the provost.

##### **3.4.1.3. Application Requirements**

Joint-enrolled candidates should follow all application requirements for freshman or home schooled candidates, plus the following additional requirement:

- Personal interview with the vice president for enrollment and financial aid

##### **3.4.1.4. Enrollment Policies**

Joint-enrolled students are eligible for course registration once degree-seeking Oglethorpe students have had an opportunity to register.



All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

### **3.4.2. Transient**

Transient applicants are individuals who are enrolled and pursuing a degree at another college or university, and who wish to take a very limited number of courses at Oglethorpe. Transient students may enroll for a maximum of 16 semester hours. Transient students are not eligible for financial assistance.

#### **3.4.2.1. Deadlines**

For all start terms, transient applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

#### **3.4.2.2. Admission Consideration**

Candidates for transient admission must be in academic good standing at their current college or university. It is the candidate's responsibility to ensure that the current institution will accept coursework completed at Oglethorpe. Transient candidates must meet any prerequisites for the courses in which they seek to enroll.

#### **3.4.2.3. Application Requirements**

A completed application for transient admission includes the following:

- Submission of the transient application form. This form is available from the admission office, and is distinct from the regular online application.
- Payment of the application fee.
- Official transcript from the current institution.

#### **3.4.2.4. Enrollment Policies**

Transient students are eligible for course registration once degree-seeking Oglethorpe students have had an opportunity to register.

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

### **3.4.3. Special Status**

Special status applicants are individuals who wish to take a limited number of post-baccalaureate classes at Oglethorpe for academic credit, or who are non-traditional students who desire to begin college coursework prior to being admitted to a degree-seeking program.

Special status students may enroll for a maximum of 16 semester hours. Individuals desiring to enroll for additional courses must apply as regular, degree-seeking candidates. Special status students are not eligible for financial assistance.

#### **3.4.3.1. Deadlines**

For all start terms, special status applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

#### **3.4.3.2. Admission Consideration**

Candidates for special status admission must meet one of the following criteria:

- Graduated from another accredited college or university.
- At least 22 years of age.

Special status candidates must meet any prerequisites for the courses in which they seek to enroll.

#### **3.4.3.3. Application Requirements**

A completed application for special status admission includes the following:

- Submission of the special status application form. This form is available from the admission office, and is distinct from the regular online application.
- Payment of the application fee.
- Official transcript from the last institution attended, or a copy of the secondary school or college diploma.

#### **3.4.3.4. Enrollment Policies**

Special status students are eligible for course registration once degree-seeking Oglethorpe students have had an opportunity to register.

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

### **3.4.4. Audit**

Audit applicants are individuals who wish to take a course at Oglethorpe without receiving academic credit. A student who audits a course may attend it for educational enrichment but is not required to take course examinations or complete other course requirements. Auditing students are non-degree-seeking and are not eligible for financial assistance.

#### **3.4.4.1. Deadlines**

For all start terms, audit applications are considered on a rolling admission basis. Applications are reviewed in the order in which they are completed, provided that sufficient time remains for processing and enrollment.

#### **3.4.4.2. Admission Consideration**

Audit candidates must meet any prerequisites for the course(s) in which they seek to enroll.

#### **3.4.4.3. Application Requirements**

A completed application for admission as an auditing student includes the following:

- Submission of the audit application form. This form is available from the admission office, and is distinct from the regular online application.
- Payment of the application fee.

#### **3.4.4.4. Enrollment Policies**

Auditing students are eligible for course registration once degree-seeking Oglethorpe students have had an opportunity to register.

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). ([Back to ToC](#))

### **3.5. Additional Policies of Interest to all Undergraduate Applicants (TU, EDP and Non-Degree Seeking)**

- 3.5.1.** For information on Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP) tests and equivalencies please see [Sec. 5.8.1.](#) of this *Bulletin*.
- 3.5.2.** For information on obtaining academic credit as a result of joint enrollment; transferring credits from another college or university; credits via an articulation agreement; and credits through courses recognized by the American Council on Education (including courses appearing on the AARTS), please see [Secs. 5.8.2.](#) through [5.8.4.](#) of this *Bulletin*.
- 3.5.3.** For information about foreign language placement and prior study of French, German, Japanese, or Spanish please see [Sec. 5.4.4.](#) of this *Bulletin*.
- 3.5.4.** For information on placement into introductory levels of mathematics, biology, chemistry and physics, plus related information pertinent to mathematics requirements for students majoring in accounting and business administration and students majoring or minoring in economics, please see [Secs. 5.4.1.](#) through [5.4.3.](#) of this *Bulletin*. ([Back to ToC](#))

### **3.6. Graduate Admission**

Please direct all inquiries to:

Office of Admission  
 Oglethorpe University  
 4484 Peachtree Rd NE  
 Atlanta, GA 30319  
 (404)364-8308  
[www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: mat)  
[admission@oglethorpe.edu](mailto:admission@oglethorpe.edu)

#### **3.6.1. Master of Arts in Teaching (MAT)**

Master's applicants are individuals who have completed a bachelor's degree at a regionally accredited institution and who seek admission to the Master of Arts in Teaching (M.A.T.) in Early Childhood Education program (grades P-5).

Successful completion of all program requirements is necessary to be recommended for an Early Childhood Education teaching certificate. Admission to the graduate program does not indicate ultimate

acceptance as a candidate for the master's degree. For more details, please see [Sec. 8.13](#) of this *Bulletin*.

### **3.6.1.1. Deadlines**

Master's applications are reviewed by a faculty admission committee. Candidates should complete the application by August 1 if seeking admission for the fall semester, or December 1 if seeking admission for the spring semester.

### **3.6.1.2. Admission Consideration and Procedures**

The Oglethorpe graduate MAT program admission process is selective and based on individual consideration. Eligible candidates should demonstrate academic achievement at the undergraduate level, with a bachelor's degree and a minimum cumulative grade-point average of 2.5, as per state requirements for initial Early Childhood Education certification. In addition to the quality of the undergraduate program, the Oglethorpe MAT program considers credentials such as the GRE Qualitative, Verbal, and Analytical Writing scores, the admission essay, and letters of recommendation. Portfolios and/ or videos are not requested for admission, but will be considered if submitted.

Those students pursuing initial Early Childhood Education state certification (P-5) as part of his/her Master's program should also demonstrate satisfactory progress at the undergraduate level on the following state-mandated certification co-requisites:

- Two courses in humanities
- Two courses in history and the social sciences
- Two courses in mathematics
- Two courses in laboratory science
- Two courses in the arts
- EDU 101 Foundations of American Education, or equivalent.
- EDU 201 Educational Psychology, or equivalent
- EDU 401 The Exceptional Child, or equivalent
- PSY 201 Developmental Psychology, or equivalent

Note: If these course co-requisites were not met in the student's undergraduate program, they may be completed at Oglethorpe or any regionally accredited institution. Completion options may include online courses or CLEP tests for some courses. Courses must be approved by the student's advisor to ensure equivalence.

Note: Any certification co-requisites not completed at the time of admission will be incorporated into the student's overall program requirements.

### **3.6.1.3. Application Requirements**

A completed graduate application includes:

- Submission of the graduate application form. This item is available from the admission office or at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: mat).
- Payment of the application fee.
- Official transcript from each and every college or university attended.
- Official GRE scores, including Qualitative, Verbal, and Analytical Writing scores.

- Essay (750 – 1250 words). The essay includes two sections, each with one prompt. The prompts can be found on the MAT website cited above.
- Three letters of recommendation.
  - At least one must be from a faculty advisor or university professor who can speak to the applicant’s academic readiness for graduate study.
  - At least one must be from a supervisor in a work or volunteer setting who can speak to the applicant’s dispositions for leadership and productive exchange.
  - If an applicant is accepted in “conditional status” and allowed to begin the program pending late receipt of some admission documents, the applicant must meet all admission requirements prior to being cleared to enroll in a second semester in the program.

#### **3.6.1.4. Enrollment Policies**

All entering students must submit the required immunization and medical history forms prior to the first day of class. Forms and instructions are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization).

#### **3.6.1.5. Transfer Credit**

The Master of Arts in Teaching Early Childhood Education program at Oglethorpe is unique in its focus on constructivist theory and pedagogical design. For this reason, transfer credit is not accepted in the MAT program. A bridge option is available for Oglethorpe undergraduate students who are eligible to apply to the program and “bridge” into the Master of Arts in Teaching Program. The bridge option allows them to take graduate-level courses in the MAT program in the final semester of their senior year. Only students who have satisfactorily met all undergraduate major and Core requirements are eligible to apply for this early program entry option. In order to exercise the bridging option, students must meet all admission criteria for the MAT program, apply during the first semester of the senior year, and be accepted prior to enrolling for any graduate courses. To prepare for this option, those undergraduate students who are interested should see a faculty member in the division of education early in the student’s Oglethorpe tenure. ([Back to ToC](#))

### **3.7. Additional Admission Policies**

Each of the following applies to all applicants for all programs, unless noted otherwise.

#### **3.7.1. Admission Appeal**

Candidates who have been denied admission may appeal for reconsideration in writing.

- Candidates who were denied admission into one of the undergraduate programs or as non-degree seeking students should send their appeal to the vice president for enrollment and financial aid. Additional evidence of academic success must be submitted with the letter of appeal. The candidate may be required to schedule a personal interview with a member of the admission staff.
- Candidates who were denied admission into the graduate program should follow the same policy as above, but their appeal letter should be sent to the director of teacher education. ([Back to ToC](#))

### **3.7.2. Admission Deferral**

Candidates who have been admitted to Oglethorpe may defer the offer of admission for up to one academic year. Such a student might propose to: take a gap year for travel, work or service; attend to family or medical circumstances; or otherwise pursue activities that do not include college or university enrollment.

Deferring candidates must notify the admission office in writing by the stated enrollment response date (typically May 1 for first-time freshmen). Should a deferring candidate attempt any college or university coursework between the original offer of admission and the desired start term, the candidate must submit official transcripts from all colleges and universities attended. The admission committee then re-evaluates the application based on the most recent transcript(s) and issues a new admission decision.

[\(Back to ToC\)](#)

### **3.7.3. Admission Reactivation**

This policy does not apply to those who applied for graduate admission.

Candidates who are admitted to Oglethorpe but who never enrolled may reactivate their application if no more than two years have passed since the original offer of admission. Such a student might or might not have enrolled at another college or university in the interim.

Reactivating candidates must notify the admission office in writing and submit official transcripts from all colleges and universities attended before the previous application materials will be reactivated. The admission committee then re-evaluates the application based on the most recent transcript(s) and issues a new admission decision.

Application documents from applicants who were admitted but never enrolled are retained by the University for a period of two years. After two or more years have elapsed since the original offer of admission, candidates may not reactivate their materials and must begin a new application. [\(Back to ToC\)](#)

## 4. Financial and Financial Aid Information

The business office is located in the basement of Lupton Hall and is responsible for assessing tuition and fees as well as processing payments. The office of financial aid is also located in the basement of Lupton Hall and provides financial assistance to students who, without such help, would be unable to attend Oglethorpe University. These offices work closely together to serve students.

It is the responsibility of the student to be informed of, and to observe, all regulations and procedures regarding tuition, room and board, fees, payments, refunds, and financial aid. In no case will a policy be waived or a variance granted because a student pleads unawareness of the policy or asserts that he or she was not informed of it by an advisor or other authority. Please consult [Sec. 1.2.](#) for a more comprehensive statement concerning student responsibilities. ([Back to ToC](#))

### 4.1. Tuition and Fees

Tuition, room and board, and fees are subject to change each academic year. Current tuition and fee rates are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: business office). ([Back to ToC](#))

#### 4.1.1. Tuition

The board of trustees sets tuition rates each year. Tuition rates generally increase each year and are subject to change without notice.

##### 4.1.1.1. Full-time TU Students Enrolling in a Fall or Spring Semester

A full-time TU student pays tuition which permits him/her to enroll for a minimum of 12 semester hours and a maximum of 19 semester hours. Additional fees are incurred for enrolling for more than 19 semester hours in a given fall or spring semester. Enrolling for fewer than 12 semester hours means that a student is not full-time. Tuition charges apply for each fall and each spring semester.

##### 4.1.1.2. EDP, MAT and Part-time TU Students Enrolling in a Fall or Spring Semester, and all Students (TU, EDP, MAT) Enrolling in a Summer Term

Tuition is based on the program (TU, EDP, MAT) and on the number of semester hours for which the student is enrolled. ([Back to ToC](#))

#### 4.1.2. Room and Board

TU students who live on-campus pay room and board charges each fall and each spring semester. The room charges depend on the type of room selected. A per-meal price is available for commuter students who wish to eat occasional meals in the University dining hall.

TU students who live on campus during the summer semester are charged a weekly rate for housing only. Dining services are not available during the summer, so board charges are not included in the gross housing charges. ([Back to ToC](#))

#### 4.1.3. Fees

Fees are subject to change without notice.

#### **4.1.3.1. Orientation Fee**

Required of all TU students (first-time freshmen and transfers, including freshman transfers) who enter in the fall semester.

#### **4.1.3.2. Activity Fee**

Required of each full-time TU and EDP student in both the fall and spring semesters.

#### **4.1.3.3. Overload in Hours Fee**

Required of each student who receives permission to register for more than 19 semester hours in a given semester. Please also see [Sec. 5.10.3.](#)

#### **4.1.3.4. Studio Art, Video, Music Lessons and Science Lab Fees**

Fees are required of each student who enrolls for a studio art course, a video course, music lessons or a science course with a laboratory component.

#### **4.1.3.5. Degree Completion Fee**

A nonrefundable degree completion fee is required of all graduation candidates. This fee will be charged to the student's account at the time the business office is notified by the registrar of the student's anticipated graduation. The degree completion fee is due no less than 3 weeks before the end of the student's final semester.

#### **4.1.3.6. Health Insurance**

Oglethorpe requires all full-time, TU students to have health insurance. The health insurance fee is charged at the beginning of each fall semester for each of these students. This fee covers the student for the remainder of the academic year and is payable at the beginning of the semester with tuition and other fees. There is an opportunity to waive this fee at the beginning of the fall semester only if a student demonstrates proof of coverage by filling out an online waiver that will be distributed at that time. The online waiver is the only acceptable method of waiving the health insurance fee. Providing documentation to the business office by means other than the online waiver does not waive the charge. ([Back to ToC](#))

### **4.2. Statement of Account**

Each student will receive a monthly account statement from the University if a balance is due. Statements include, but are not limited to, tuition, room and board charges, parking fines, and meal plan fees. ([Back to ToC](#))

### **4.3. Financial Obligations**

All tuition and fees must be paid by the dates published in each semester's course schedule. It is the responsibility of the student to be informed of all deadlines. Oglethorpe University reserves the right at any time during the semester to drop any student from classes for failure to pay tuition and fees. Until all financial obligations are met, a hold (see [Sec. 5.9.3.2.](#)) is placed on the student's account, no records are released, no future registration is allowed, and the faculty will not consider such a student as a candidate for graduation. No student with an outstanding balance to the University will be permitted to attend study abroad or other



University-related trips. Students with outstanding indebtedness may be subject to late penalties. Unpaid student accounts that are deemed delinquent may be placed with a collection agency. If such action is required, the student will be liable for any cost associated with such action. ([Back to ToC](#))

#### **4.3.1. Employer Reimbursement**

Arrangements can be made for those students whose employers pay all or part of their tuition and fees. Upon registration, the student must submit paperwork to the business office from the employer verifying the reimbursement. The student is required to pay a 25% down payment plus a \$25 administration fee when submitting the paperwork. The balance is due no later than 30 days after the end of the semester being reimbursed. If the balance is not paid within this timeframe, the student will be assessed late fees and will not be permitted to register for future semesters. ([Back to ToC](#))

#### **4.3.2. Tuition Exchange and Waiver Benefits for Employees and Their Dependents**

Please refer to the Employee Handbook for eligibility requirements and details. ([Back to ToC](#))

### **4.4. Payment Options**

Oglethorpe University accepts cash, check, money orders, Visa, MasterCard, Discover, American Express, and wire transfers. Students can also pay their accounts online via Oasis. A convenience fee is required for all payments by credit card. Payments made after the close of business can be placed in the payment drop box located in the door of the business office.

Oglethorpe also offers a payment plan option. Please see the business office for details.

If a check made in payment for student tuition and fees is not valid upon presentation to Oglethorpe's banking institution, a hold is placed on the student's account, and a returned check fee is added to the student's account. Oglethorpe University reserves the right to place a student on "cash only" status for issuing a check that is not honored upon presentation to the bank.

Personal check payments will not immediately settle a debt on a student's account. Oglethorpe University implements a waiting period of seven business days before removing any holds associated with a student's outstanding balance when payment is made by personal check. ([Back to ToC](#))

### **4.5. Financial Aid**

Oglethorpe University's financial aid programs are administered in conjunction with a federally established policy and a philosophy of financial aid for education. Financial aid offered at Oglethorpe includes both need-based and merit awards offered by federal, state, institutional and private sources. The University offers a variety of strategies and resources to keep the net cost of an Oglethorpe education affordable. Accepted students should begin the financial aid application process by completing the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). ([Back to ToC](#))

#### **4.5.1. Merit-Based Oglethorpe Scholarships**

These are restricted to full-time TU students. ([Back to ToC](#))

#### **4.5.1.1. James Edward Oglethorpe Scholarships**

James Edward Oglethorpe Scholarships provide full tuition for four years of undergraduate study in the TU program. Recipients are selected during the annual Scholarship Weekend competition held on campus in late January of each year. Students must achieve a minimum SAT/ACT score, earn a minimum cumulative grade-point average in a competitive high school curriculum and demonstrate a superior record of leadership in extracurricular activities either in school or in the community. This scholarship is renewable for a total of 4 years provided the recipient maintains a minimum cumulative grade-point average of 3.2 and completes a minimum of 12 semester hours each fall and spring semester. For application procedures and deadlines, contact the office of admission. ([Back to ToC](#))

#### **4.5.1.2. Civic Engagement Scholarships**

Civic Engagement Scholarships provide full tuition for four years of undergraduate study in the TU program. Candidates must demonstrate a deep commitment to service and leadership in their community and the promise of continued exemplary service while a student at Oglethorpe. Applicants are selected during the annual Scholarship Weekend competition held on campus in late January of each year. Eligible candidates must achieve a minimum SAT or ACT score, earn a minimum cumulative grade-point average in a competitive high school curriculum and submit an essay detailing their history of service. This scholarship is renewable for four years provided the recipient maintains a minimum cumulative grade-point average of 3.2 and completes a minimum of 12 semester hours each fall and spring semester; recipients must also successfully complete a 60-hour per semester volunteer placement arranged through the Center for Civic Engagement. For application procedures, deadlines and requirements, contact the office of admission. ([Back to ToC](#))

#### **4.5.1.3. Georgia Shakespeare Scholarships**

Georgia Shakespeare Scholarships provide full tuition for four years of undergraduate study in the TU program. Candidates must demonstrate a commitment to performing and understanding Shakespeare. Recipients are selected during the annual Scholarship Weekend competition on campus in late January of each year and are expected to perform a prepared monologue, participate in a seminar on Shakespeare and write an essay based on the seminar discussion. This scholarship is renewable for a total of four years provided the recipient maintains a minimum cumulative grade-point average of 3.2 and completes a minimum of 12 semester hours each fall and spring semester. A major in Theatre and continued dedication to theatre and to Oglethorpe's professional theatre company in residence, Georgia Shakespeare, is expected. For application procedures, deadlines and requirements, contact the office of admission. ([Back to ToC](#))

#### **4.5.1.4. Additional Substantial Merit-Based Awards**

Full-time TU students who are not selected for one of the full-tuition scholarships (see 4.6.1.1. through 4.6.1.3., above) may be eligible for one of the additional Oglethorpe merit awards which include:

- Presidential Scholarships, with Recognition
- Presidential Scholarships
- Oxford Scholarships
- University Scholarships
- Lanier Scholarships

These scholarships range in value from \$7,000 to \$17,000 and are offered to entering students with superior academic ability. Merit scholarships are based on additional criteria such as high school grade-point average, SAT/ACT test scores, high school rank and quality. Recipients of Oglethorpe's merit-based scholarships are expected to maintain Satisfactory Academic Progress (SAP, see [Sec. 4.6.](#)) and to make significant contributions to the Oglethorpe community. The awards are determined by the office of admission at the time a student is accepted at Oglethorpe and are not offered or changed at any other time. These scholarships are renewable for a total of four years provided recipients maintain Satisfactory Academic Progress and complete a minimum of 12 semester hours each fall and spring semester. ([Back to ToC](#))

#### **4.5.1.5. International Baccalaureate (IB) Scholarships**

First-time freshmen who are IB Diploma candidates are conditionally eligible for a \$2,500 per year scholarship, renewable for up to four years. In order to receive the award, students must complete the IB Diploma Programme, which Oglethorpe verifies by official IB score report during the summer before enrollment. Recipients must maintain academic good standing to renew the IB scholarship. ([Back to ToC](#))

#### **4.5.1.6. Freshman Choral and Music Performance Awards**

Freshman Choral and Music Performance Awards provide up to \$1,500 per year to students who demonstrate exceptional vocal or instrumental ability. Prospective students must audition with the director of musical activities. For application procedures and to schedule an audition, contact the office of admission. ([Back to ToC](#))

#### **4.5.2. Oglethorpe Need-Based Grants**

Oglethorpe Need-Based Grants are available to full-time TU students who demonstrate financial need as determined by the FAFSA. Oglethorpe Need-Based Grants are awarded in conjunction with federal, state, private or institutional assistance cannot exceed the student's financial need. To apply, students must complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and forward the results to Oglethorpe electronically using school code 001586. Awards are determined annually based on FAFSA data.

Note: Dual-degree students in engineering may not use any Oglethorpe assistance to attend other institutions. ([Back to ToC](#))

#### **4.5.3. Oglethorpe Endowed Scholarships**

Outstanding student achievement may be recognized by being named as an endowed scholar. Selections for these honorary designations are based on the criteria outlined below for each award. Except as noted, Oglethorpe endowed scholarships are only available for full-time TU students.

- The J. Frederick Agel, Sr., '52 Endowed Scholarship: Awarded to a junior student (rising senior) with a grade-point average that qualifies him/her for Latin honors and who also contributes significantly to student life as determined by the office of campus life. The scholarship will support the student during his/her senior year at Oglethorpe University.
- The John A. Aldrich Memorial Scholarship Fund: Endowment funding was established in 2008 by a gift from Lyman C. Aldrich, class of 1938, in honor of his father, John A. Aldrich, former dean of the school of science at Oglethorpe. Scholarship preference is given to a worthy student in need.

- The Ivan Allen Endowed Scholar: Funding was established by a grant from The Allen Foundation, Inc., of Atlanta, in memory of Ivan Allen, Sr., who was a trustee of the University for many years and general chairman of the first major fundraising campaign. The Ivan Allen family and foundation are long-time benefactors of the University. Ivan Allen Scholars must be from the Southeast, have at least a 3.2 grade-point average, leadership ability and demonstrated financial need as determined by the FAFSA.
- The Marshall A. and Mary Bishop Asher Endowed Scholar: Funding was established by the Asher family in 1988. The late Mr. and Mrs. Asher were both alumni (classes of 1941 and 1943 respectively) and both served for many years as trustees of the University. The scholarship is awarded to a superior student in science.
- The Keith Baker Endowed Scholarship: Funding was established by former students in honor of Professor Keith Baker, a valued member of the Oglethorpe accounting faculty from 1983 to 1999. This scholarship is awarded annually to a junior majoring in accounting. The student must demonstrate a strong academic record, active campus and community involvement, relevant work experience and aspirations for a career in the field of accounting.
- The Bank of America Scholars Program: This endowed scholarship program was established in 1999 by Bank of America, formerly NationsBank, and is awarded to students majoring in business or computer science.
- The Becker-Grenwald Fund: Funding was established by Judith M. Becker of Augusta, Georgia, former member of the president's advisory council and longtime friend of Oglethorpe University, in memory of Edward S. Grenwald, member of the Oglethorpe University board of trustees and former president of the board of visitors. The scholarship is designed to help defray tuition and other educational expenses of one or more full-time undergraduate or graduate students at Oglethorpe who are citizens and permanent residents of Turkey. The scholarship is based on merit, without regard to financial need.
- The Earl Blackwell Endowed Scholar: Earl Blackwell, distinguished publisher, playwright, author and founder of Celebrity Services, Inc., headquartered in New York, established this scholarship for deserving students with special interest in English, journalism or the performing arts. Mr. Blackwell was a 1929 graduate of the University.
- The Lauren Ashley Burk Memorial Scholarship Fund: Endowment funding was established by gifts from family friends, colleagues and community members in 2008 in memory of Lauren Ashley Burk, daughter of James Burk, class of 1983, and Viviane Guerchon. This scholarship is awarded to a student with an interest in art.
- The Frank and Eleanor Burke Endowed Scholarship Fund: Funding was established by a gift from Mr. Burke, a 1996 graduate of the University, and his family. Scholarship preference is given to a worthy student in need, deserving of a second chance at college.
- The Miriam H. and John A. Conant Endowed Scholar: Funding was established by Mrs. Miriam H. "Bimby" and Mr. John A. Conant, long-time benefactors of Oglethorpe and both recipients of Oglethorpe Honorary Doctor of Humane Letters degrees. Mrs. Conant served as a trustee of the University from 1981 until her death in January 2003. Scholarships are awarded annually to superior students with leadership ability.
- The Estelle Anderson Crouch Endowed Scholar: Mr. John W. Crouch, class of 1929 and a former trustee of the University, provided funding for this scholarship in memory of Mrs. Estelle Anderson Crouch, mother of John Thomas Crouch, class of 1965. Mrs. Crouch died in 1960. The scholarship is awarded annually without regard to financial need to students who have demonstrated high academic standards.

- The Katherine Shepard Crouch Endowed Scholar: Funding was given in memory of Mrs. Katherine Shepard Crouch by Mr. John W. Crouch and is awarded annually based upon academic achievement.
- The Cammie Lee Stow Kendrick Crouch Endowed Scholar: This scholarship was endowed by Mr. John W. Crouch in memory of Mrs. Cammie Lee Stow Kendrick Crouch. Mr. and Mrs. Crouch were classmates at Oglethorpe and graduates in the class of 1929. It is awarded annually based upon academic achievement.
- The Karen S. Dillingham Memorial Endowed Scholar: Funding was provided by Mr. and Mrs. Paul L. Dillingham in loving memory of their daughter. Mr. Dillingham is a former trustee and served for several years as a senior administrator of the University. The scholarship is awarded each year to an able and deserving student.
- The R. E. Dorrough Endowed Scholar: Funding was established by a gift from Mr. Dorrough's estate. Scholarships from this fund are awarded to able and deserving students based on the criteria outlined in his will. Mr. Dorrough was a former trustee of the University.
- The William A. Egerton Memorial Endowed Scholar: Initial funding was established in 1988 by Franklin L. Burke '66, Robert B. Currey '66 and Gary C. Harden '69 who encouraged other alumni and friends to assist in establishing this fund in memory of Professor Egerton, a highly respected member of the faculty from 1956 to 1978. The scholarship is awarded to a student with a strong academic record and demonstrated leadership skills who is majoring in business administration.
- The Henry R. "Hank" Frieman Endowed Scholar: Funding was established by Mr. Frieman, class of 1936. An outstanding athlete during his days at Oglethorpe, Frieman spent a career in coaching, earning a spot in the Oglethorpe athletic hall of fame. This scholarship is awarded annually based on academic achievement, leadership qualities, demonstrated need and a special interest in sports.
- The Charles A. Frueauff Endowed Scholar: Funding was established by grants from the Charles A. Frueauff Foundation of Little Rock, Arkansas. Scholarship preference is given to able and deserving students from middle-income families who do not qualify for governmental assistance. The criteria for selection also include academic ability and leadership potential.
- The Lu Thomasson Garrett Endowed Scholar: Funding was established in honor of Lu Thomasson Garrett, class of 1952, a former trustee of the University and a recipient of an Oglethorpe Honorary Doctor of Humane Letters degree. Preference for awarding scholarships from this fund is given to students who demonstrate superior academic abilities, who have made a significant contribution to the Oglethorpe community, and who are majoring in education or business administration.
- The Georgia Power Company Endowed Scholar: Funding was established by a grant from the Georgia Power Company of Atlanta. The fund will provide scholarship support for able and deserving students from Georgia. Georgia Power Scholars must have at least a 3.2 grade-point average, leadership ability and financial need.
- The Goizueta Endowed Scholar: Established by grants from the Goizueta Foundation, this endowment provides need-based scholarships for Hispanic students who reside in the United States. Participation in high school extracurricular activities and an evaluation of the student's potential to succeed at Oglethorpe are considered.
- The Walter F. Gordy Memorial Endowed Scholar: Funding was established in 1994 with a bequest from the Estate of William L. Gordy, class of 1925. Walter Gordy was also an alumnus of Oglethorpe, class of 1924. The scholarship fund was increased in 1995 with a bequest from the

Estate of Mrs. William L. (Helene) Gordy. Scholarships from this fund are awarded at the discretion of the University.

- The Bert L. and Emory B. Hammack Memorial Scholar: Established in 1984 by Mr. Francis R. Hammack, a member of the class of 1927 and brother of Bert L. and Emory B. Hammack, this scholarship is awarded annually to a senior student majoring in science or mathematics, who is a native of Georgia and who had the highest academic grade-point average of all such students who attended Oglethorpe University in his or her previous undergraduate years.
- The Francis R. Hammack Scholar: Established in 1990 by Mr. Francis R. Hammack, a member of the class of 1927, this scholarship is to be awarded annually to a needy but worthy junior class English major who is a native of Georgia and has attended Oglethorpe University in his or her previous undergraduate years.
- The Leslie U. and Ola Ryle Hammack Memorial Scholar: Funding of this third gift was established in 1985 by Francis R. Hammack, class of 1927, in memory of his parents. It is awarded annually to a junior class student working toward the Bachelor of Business Administration degree, who is a native of Georgia and who had the highest academic grade-point average of all such students who attended Oglethorpe University in his or her previous undergraduate years.
- The William Randolph Hearst Scholarship: This is an endowed scholarship awarded annually to a deserving student who has attained exceptional academic achievement. The William Randolph Hearst Foundation, New York, established the endowment to provide this scholarship in honor of Mr. Hearst, one of the benefactors of Oglethorpe University.
- The Harold Hirsch Foundation Endowed Scholarship: Established in 1981 by the Harold Hirsch Foundation with the intent of assisting non-traditional age students, this scholarship is awarded annually to degree-seeking students enrolled in Oglethorpe's evening degree program.
- The Ira Jarrell Endowed Scholar: Funding was established in 1975 to honor the late Dr. Jarrell, former Superintendent of Atlanta Schools and a 1928 graduate of Oglethorpe. It is awarded annually in the fall to a new student who is a graduate of an Atlanta public high school studying teacher education. Should there be no eligible applicant, the award may be made to an Atlanta high school graduate in any field, or the University may award the scholarship to any worthy high school graduate requiring assistance while working in the field of teacher education.
- The Nancy H. Kerr Endowed Scholarship: Funding was established by Margaret O. Y. Chin, class of 1987, in honor of former professor of psychology and provost Nancy H. Kerr. Scholarships are awarded annually to students who demonstrate superior academic achievement, leadership potential and active community involvement.
- The Mary Jane Stuart Kohler Memorial Scholarship Fund: The fund was established by family and friends in memory of Mrs. Kohler, a 1990 graduate. The scholarship is awarded to a junior or senior female student who demonstrates strong involvement in campus life, a positive outlook coupled with diligence and commitment to all she undertakes and at least a 3.0 grade-point average.
- The Ray M. and Mary Elizabeth Lee Foundation Endowed Scholarship: Funding was established by the Lee Foundation of Atlanta. Scholarships are awarded to able and deserving students.
- The Lowry Memorial Scholar: Established by a bequest from Emma Markham Lowry in 1923, awards are made to students who "desire an education but are unable to secure the same because of a lack of funds."
- The Vera A. Milner Endowed Scholar: Funding was established by Belle Turner Lynch, class of 1961 and a trustee of the University, and her sisters, Virginia T. Rezetko and Vera T. Wells, in memory of their aunt, Vera A. Milner. The scholarship is awarded annually to a full-time student planning to

study at Oglethorpe for the degree of Master of Arts in Teaching Early Childhood Education (Grades P-5). Eligibility may begin in the undergraduate junior year at Oglethorpe. Qualifications include a grade-point average of at least 3.25, a Scholastic Assessment Test or Graduate Record Examination score of 1100 and a commitment to teaching.

- The Oglethorpe Christian Endowed Scholar: Funding was established by a grant from an Atlanta foundation which wishes to remain anonymous. The fund also has received grants from the Akers Foundation, Inc., of Gastonia, North Carolina; the Clark and Ruby Baker Foundation of Atlanta; and the Mary and E. P. Rogers Foundation of Atlanta. Recipients must be legal residents of Georgia and have graduated from a Georgia high school. High school applicants must rank in the top quarter of their high school classes and have Scholastic Assessment Test scores of 1100 or more; upperclassmen must have a grade-point average of 3.0. Applicants must submit a statement from a local minister attesting to their religious commitment, active involvement in a local church, Christian character and promise of Christian leadership and service. The Oglethorpe Christian Scholarship Committee interviews applicants.
- The Oglethorpe Memorial Endowed Scholar: Funding was established in 1994 by combining several existing scholarship funds created over the previous two decades. This fund also allows people to establish memorials with amounts smaller than would otherwise be possible. The following are honored in the Oglethorpe Memorial Endowed Scholarship Fund:
  - Allen A. and Mamie B. Chappell
  - The Class of 1963
  - Dondi Cobb Memorial
  - Louis Colombo, Sr.
  - The Michael A. Corvasce Memorial Endowed Scholar
  - The Ernst & Young Endowed Scholar
  - Lenora and Alfred Glancy Foundation
  - Golden Petrel Memorial
  - Diane K. Gray
  - P. D. M. Harris
  - Anna Rebecca Harwell Hill and Frances Grace Harwell
  - George A. Holloway Sr.
  - Elliece Johnson Memorial
  - The Virgil W. and Virginia C. Milton Endowed Scholar
  - The Dr. Keiichi Nishimura Endowed Scholar
  - The Manning M. Pattillo, Jr., Endowed Scholar
  - The Dr. Heyl G. and Ruth D. Tabo Endowed Scholar
  - The L. W. "Lefty" and Frances E. Willis Endowed Scholar
- The Tony and Louise Palma Scholar: Funding was established in 2003 to honor the late Antonio M. Palma, an alumnus from the class of 1942, and his wife Louise. Scholarships are awarded to able and deserving students.
- The Milton M. Ratner Endowed Scholarship Fund: Funding was established in 1999 by the Milton M. Ratner Foundation of West Bloomfield, Michigan.
- The E. Rivers and Una Rivers Endowed Scholar: Funding was established by the late Mrs. Una S. Rivers to provide for deserving students who demonstrate superior academic abilities and who have made a significant contribution to the Oglethorpe community.

- The Fred C. Robey Endowed Scholar: Funding was established by Fred C. Robey, class of 1997. This scholarship is awarded based upon financial need to students enrolled in Oglethorpe's evening degree program.
- The J. Mack Robinson Endowed Scholar: Funding was established by Atlanta businessman J. Mack Robinson. It is awarded to a deserving student who demonstrates superior academic abilities and who has made a significant contribution to the Oglethorpe community. Preference is given to students majoring in business administration.
- The John P. Salamone Endowed Scholar: This scholarship was established by Ben Salamone in honor of his son, John P. Salamone, a graduate of the class of 1986 who died in the World Trade Center attack on September 11, 2001. The scholarship is awarded annually to a student leader from New Jersey, New York or Connecticut who is involved in, or demonstrates the potential to be involved in, campus activities. Preference is given to a male student from New Jersey.
- The Rhett Pinson Sanders Endowed Scholar: Rhett Pinson Sanders, class of 1943, attended Oglethorpe during the early 1940s, a time when few students could pursue education without financial aid. She greatly appreciated the education she received at Oglethorpe and desired to help others obtain the benefit of the "Oglethorpe Experience." The scholarship is awarded to deserving juniors and seniors to help them finish their degrees.
- The Steve and Jeanne Schmidt Endowed Scholar: Funding was established by Mr. and Mrs. Schmidt to support an outstanding student based upon high academic achievement and leadership in student affairs. The late Mr. Schmidt, class of 1940, was a former chairman of the board of trustees and a recipient of an Oglethorpe Honorary Doctor of Laws degree. Mrs. Schmidt is a member of the class of 1942.
- The Timothy P. Tassopoulos Endowed Scholar: Funding was established in 1983 by S. Truett Cathy, founder of Chick-fil-A, Inc., in honor of Timothy P. Tassopoulos, a 1981 graduate of Oglethorpe University. This scholarship is awarded to individuals who demonstrate academic achievement and leadership ability.
- The Lorie Vivian Terry Memorial Scholarship Fund: Funding was established by a gift from the Terry Family as well as friends and family. The purpose of the fund is to provide assistance to an Oglethorpe University student with a minimum 3.0 cumulative grade-point average and demonstrated financial need. Preference is given to a student who is actively involved in school and community service activities.
- The J. M. Tull Scholar: Funding was established by a gift from the J. M. Tull Foundation in 1984. Scholarships are awarded annually to superior students with leadership ability as well as financial need.
- The United Technologies Corporation Endowed Scholar: Funding was established by a grant from the United Technologies Corporation, Hartford, Connecticut. The fund provides scholarship support for able and deserving students who are majoring in science or pursuing a pre-engineering program. United Technologies Scholars must have at least a 3.2 grade-point average and leadership ability, as well as financial need.
- The Charles Longstreet Weltner Memorial Endowed Scholar: Funding was established in 1993 by former U.S. Senator Wyche Fowler, Jr., a longtime friend and colleague of Weltner. An alumnus of the class of 1948 and trustee of Oglethorpe University, Charles Weltner was chief justice of the Supreme Court of Georgia at the time of his death in 1993. He was the recipient of the 1991 Profile in Courage award and a recipient of an Oglethorpe Honorary Doctor of Humane Letters degree. He was a tireless advocate for equal rights for minorities and, while serving in the U.S. House of Representatives, was the only congressman from the Deep South to vote for the Civil



Rights Act of 1964. Weltner Scholarships are awarded annually to selected Oglethorpe students who are residents of Georgia with financial need, satisfactory academic records and, to the extent allowed by law, of African-American descent. At the donor's request, the amount of the scholarship award to any recipient is to be no more than one-half of full tuition in order to encourage student recipients to work to provide required additional funds.

- The Vivian P. and Murray D. Wood Endowed Scholar: Funding was established by gifts from Mr. and Mrs. Murray D. Wood. Mr. Wood is a former vice chairman of the board of trustees and former chairman of Oglethorpe University's campaign for excellence. Scholarship preference is given to superior students who are majoring in accounting.
- The Louise H. Woodbury Endowed Scholar: Funding was established by the late Mrs. Louise H. Woodbury. Scholarship preference is given to a worthy student in need.
- The David, Helen and Marian Woodward Endowed Scholar: Funding was established by grants from the David, Helen and Marian Woodward Fund of Atlanta to provide assistance to students who demonstrate superior academic achievement, leadership potential and financial need. ([Back to ToC](#))

#### **4.5.4. Oglethorpe Annual Scholarships**

Outstanding student achievement may be recognized by being named as recipient of an annual scholarship. Selections for these honorary designations are based on the criteria outlined below for each award. Except as noted, Oglethorpe annual scholarships are only available for full-time TU students.

- The BCES Foundation Urban Leadership Scholar: Funding is provided annually for a sophomore, junior or senior who is enrolled in the Rich Foundation Urban Leadership Program.
- First Families of Georgia (1733 to 1797) Annual Scholar: Funding is awarded to an academically superior senior majoring in history. First Families of Georgia is a society whose members are able to document their descent from early settlers of the State of Georgia.
- The Mack A. Rikard Annual Scholar: Funds were established in 1990 by Mr. Mack A. Rikard, class of 1937 and a former trustee of the University. He received an honorary Doctor of Commerce degree from Oglethorpe in 1992. Funds are awarded to able and deserving students who meet certain criteria. The criteria are flexible, with consideration given to a number of factors including, without limitation: academic achievement, leadership skills, potential for success, evidence of propensity for hard work and a conscientious application of abilities. Recipients must be individuals born in the United States of America and are encouraged, at such time in their business or professional careers when financial circumstances permit, to provide from their own funds one or more additional scholarships to worthy Oglethorpe students.
- The Vicky Weiss Scholarship: Funding was established on an annual basis in 2011 by former students, colleagues, and friends of Vicky Weiss in honor of her retirement from Oglethorpe as Professor of English and in recognition of her 35 years of service to the University and of her years of outstanding teaching. Preference is given to an English or Theatre major.
- The Lettie Pate Whitehead Foundation Scholar: Grants have been made annually for a number of years to Christian women from the Southeastern states that are deserving and in need of financial assistance. ([Back to ToC](#))

#### **4.5.5. State Assistance for Undergraduate Students (TU and EDP)**

##### **4.5.5.1. HOPE Scholarships**

HOPE Scholarships of \$1,800 (12 credit hours or more) and \$900 (6-11 credit hours) per semester are available to Georgia residents who graduated from an eligible high school within the past seven years, with at least a 3.0 grade-point average (GPA) in specific core curriculum classes. The applicant must be a Georgia resident for one year prior to attendance at any college or university in Georgia. Students entering the HOPE Scholarship program for the first time after attempting 30 or 60 semester hours should be aware that their grade-point average is calculated to include all attempted hours taken after high school graduation. Recipients of the scholarship are required to maintain a 3.0 or higher cumulative grade-point average (GPA) for reinstatement. The scholarship ends once a student has attempted 127 hours of college coursework. Recipients who lose the scholarship through low GPA will have only one opportunity to regain the award. Applicants for the program must complete the online application called GSFAPPS online at [www.gacollege411.org](http://www.gacollege411.org). For more information, contact the HOPE Scholarship Program at 770-724-9000 or 1-800-505-GSFC or Oglethorpe's office of financial aid. ([Back to ToC](#))

##### **4.5.5.2. Zell Miller Scholarships**

Zell Miller Scholarships of \$2,000 (12 credit hours or more) and \$1000 (6 – 11 credit hours) per semester are available to Georgia residents who graduated from an eligible high school within the past seven years with at least a 3.7 grade-point average (GPA) in specific core curriculum classes and a minimum ACT score of 26 or minimum SAT score of 1200 (math and verbal combined), achieved in one sitting. The applicant must be a Georgia resident for one year prior to attendance at any college or university in Georgia. Recipients of the Zell Miller Scholarship are required to maintain a 3.3 or higher cumulative grade-point average in college courses. The scholarship ends once a student has attempted 127 hours of college coursework. Recipients who lose the scholarship through low GPA will have only one opportunity to regain the award. Applicants for the program must complete the online application called GSFAPPS online at [www.gacollege411.org](http://www.gacollege411.org). For more information, contact the Zell Miller Scholarship Program at 770-724-9000 or 1-800-505-GSFC or Oglethorpe's office of financial aid. ([Back to ToC](#))

##### **4.5.5.3. Georgia Tuition Equalization Grants**

Georgia Tuition Equalization Grants (GTEG) are available for Georgia residents who are full-time, degree-seeking students at Oglethorpe who have attempted less than 127 cumulative college hours. The program was established by an act of the 1971 Georgia General Assembly. The GTEG program helps to “promote the private segment of higher education in Georgia by providing non-repayable grant aid to Georgia residents who attend eligible independent colleges and universities in Georgia.” All students must complete an application online called GSFAPPS at [www.gacollege411.org](http://www.gacollege411.org) and may be required to submit additional eligibility information to Oglethorpe. In the 2011-12 academic school year, this grant was \$700. Financial need is not a factor in determining eligibility. ([Back to ToC](#))

#### **4.5.6. Federal Assistance for Undergraduate Students Only (TU and EDP)**

##### **4.5.6.1. Federal Pell Grant**

The Federal Pell Grant is a federal aid program that provides non-repayable funds to eligible students with exceptional financial need. Eligibility is based upon the results from the FAFSA. ([Back to ToC](#))

##### **4.5.6.2. Federal Supplemental Educational Opportunity Grants**

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need who also qualify for the Federal Pell Grant. The FSEOG is a grant and does not require repayment. ([Back to ToC](#))

#### **4.5.7. Federal Assistance for All Students, Both Undergraduate (TU and EDP) and Graduate (MAT)**

##### **4.5.7.1. Federal Work-Study Program**

Federal Work-Study Program (FWSP) permits a student to earn part of his or her educational expenses. The earnings from this program and other financial aid cannot exceed the student's financial need and Cost of Attendance budget. Students eligible for this program work part-time primarily on the Oglethorpe campus, but a limited number of community service positions are available at locations near the campus. ([Back to ToC](#))

##### **4.5.7.2. Federal Perkins Loans**

Federal Perkins Loans are long-term, low-cost educational loans to students who have demonstrated exceptional financial need as determined by the FAFSA. Funding for this program is extremely limited. Interest is charged at a five percent annual rate beginning nine months after the borrower ceases to be enrolled at least a half-time (a minimum course load of 6 semester hours). Information regarding repayment terms, deferment and cancellation options is available in the business office. ([Back to ToC](#))

##### **4.5.7.3. William D. Ford Federal Direct Stafford (Subsidized and Unsubsidized) Loans**

William D. Ford Federal Direct Stafford (Subsidized and Unsubsidized) Loans are long-term loans available through the U.S. Department of Education. Completion of the FAFSA and at least half-time attendance is required. The federal government pays all interest accruing on Subsidized Stafford Loans as long as the student remains enrolled at least half-time. Students are responsible for paying accruing interest on any Unsubsidized Stafford Loan. Federal regulations allow students to borrow the following total maximum amounts: \$5,500 per academic year for freshmen (\$3,500 subsidized and \$2,000 unsubsidized); \$6,500 per academic year for sophomores (\$4,500 subsidized and \$2,000 unsubsidized) and up to \$7,500 per academic year for juniors and seniors. Undergraduate students who are classified as independent by the FAFSA may be eligible to borrow additional amounts. Graduate students may borrow up to \$20,500 per academic year, all unsubsidized. The aggregate amounts that students may borrow for undergraduate study are \$23,000 subsidized and up to a total of \$57,500 combined subsidized and unsubsidized loans for those students who are classified as independent on the FAFSA. All first-time borrowers must complete a Master Promissory Note (MPN) and entrance counseling online at

[www.studentloans.gov](http://www.studentloans.gov). Information regarding repayment terms, deferment and cancellation options are available in the office of financial aid or online at [www.studentloans.gov](http://www.studentloans.gov). ([Back to ToC](#))

#### **4.5.7.4. William D. Ford Federal PLUS Loans**

William D. Ford Federal PLUS Loans are long-term loans available to credit-worthy graduate students or to the parents of dependent undergraduate students through the U.S. Department of Education. Graduate students or undergraduate parents desiring to seek a loan from this program should complete an application and credit check online at [www.studentloans.gov](http://www.studentloans.gov) and should also complete Oglethorpe's PLUS application available on our website. Credit-worthy graduate students and parents may borrow up to the student's cost of attendance annually. ([Back to ToC](#))

#### **4.5.8. Application Policies and Procedures for State and Federal Assistance**

This section applies to all students, both undergraduate (TU and EDP) and graduate (MAT). ([Back to ToC](#))

##### **4.5.8.1. Applications and Requirements**

Although U.S. citizenship is not a criterion for institutional (Oglethorpe) assistance, all applicants for state and federal financial assistance must be U.S. citizens or eligible non-citizens, must be admitted as regular degree-seeking students and must have a high school diploma or GED certificate. Provisionally admitted, transient, special status, students enrolled less than half-time or students who are only auditing courses are not eligible for financial aid.

In order for a student to be considered for every type of assistance available (federal, state and/or institutional sources) a Free Application for Federal Student Aid (FAFSA) must be submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Applicants must complete the FAFSA each year after January 1, but no later than May 1 of the award year. Students should keep a copy of the FAFSA before submitting it to the federal processor. Oglethorpe's Federal Code is 001586. Once the FAFSA has been received and processed by the federal processor, an Institutional Student Information Record (ISIR) will be sent to the office of financial aid. Keep copies of all federal income tax returns, etc., as these documents may be required in order to verify the information provided on the FAFSA. Students who are selected by the U.S. Department of Education to provide additional verification information to Oglethorpe will be contacted via Oglethorpe e-mail, by letter to permanent address or both.

Most financial aid programs require students to demonstrate financial need as determined by the FAFSA (exceptions include: HOPE Scholarships, Zell Miller Scholarships, Georgia Tuition Equalization Grants, and Federal Unsubsidized Stafford Loans and Federal PLUS Loans).

As a condition to receive federal aid, all male students must register with Selective Service, either at a U.S. post office, through the FAFSA, or online at [SSS.gov](http://SSS.gov).

Additional requirements for all students in order to receive aid include:

- Students must not owe a refund on any grant or loan; not be in default on any loan or have made satisfactory arrangements to repay any defaulted loan; and not have borrowed in excess of the loan limits, under federal aid programs, at any institution.
- Students must make Satisfactory Academic Progress (SAP) (see [Sec. 4.6.](#)).

- Students may not be a member of a religious community, society or order who by direction of his or her community, society or order is pursuing a course of study at Oglethorpe and who receives support and maintenance from his or her community, society or order.
- Students must be enrolled full-time to receive institutional aid and enrolled in at least six hours for the semester after the drop/add period to receive federal and state aid, with the exception of the Georgia Tuition Equalization Grant, for which students must be enrolled full-time for the semester.
- If eligible for a Federal Stafford Loan or Federal PLUS Loan, a Federal Direct Master Promissory Note (MPN) and entrance counseling must be completed online at [www.studentloans.gov](http://www.studentloans.gov).
- Students applying for the Georgia Tuition Equalization Grant and HOPE Scholarship programs for the first time must submit a Georgia Tuition Equalization Grant Application from the Georgia Student Finance Commission Web site at [www.gacollege411.org](http://www.gacollege411.org). ([Back to ToC](#))

#### **4.5.8.2. Payment of Awards and Renewal for Subsequent Years**

One-half of qualified students' final annual packages (with the exception of federal work-study) will be automatically credited to students accounts each semester by the business office after the drop/add period, provided the student continues to remain enrolled and all necessary paperwork has been completed. Financial aid will not be disbursed while a student is in the "verification" process. Only when a student's paperwork and applications are complete can aid be credited to the student's account.

Renewal FAFSA information is provided to students by the U.S. Department of Education. Students must meet the eligibility requirements indicated above and file the appropriate applications for each program. The preferred deadline for receipt of a completed financial aid file is April 1. Applicants whose files become complete after this time will be considered based upon availability of funds.

For renewal of most institutional aid, students must maintain a cumulative grade-point average of 2.0 consistent with the SAP policy (see [Sec. 4.6](#)). A 3.2 or higher grade-point average is required for renewal of some Presidential Scholarships with Recognition and for all full-tuition scholarships such as the James Edward Oglethorpe, Civic Engagement and Georgia Shakespeare Scholarships.

In addition to the cumulative grade-point average requirement, students must earn at least 24 semester hours during the two regular (fall and spring) semesters comprising the current academic year in order to renew institutional aid for a subsequent year. Students who are deficient in the number of hours required might attend summer school at Oglethorpe.

Students meeting the scholarship renewal criteria will have their merit awards automatically renewed for the next academic year.

To renew federal and state financial aid, students should complete the procedures outlined in [Sec. 4.5.8.1](#). ([Back to ToC](#))

#### 4.5.9. Financial Aid Appeals

The office of financial aid may be able to offer additional assistance if special circumstances exist. Special circumstances are those situations that have a direct impact on your family's ability to pay for your educational expenses. Students who have extenuating financial circumstances may request additional assistance by completing the "Request for Review/Special Circumstances" packet available on Oglethorpe's website or from the office of financial aid. In order for any request to be considered, complete documentation must be submitted along with the request. All submitted requests will be evaluated and reviewed by the director of financial aid, who will notify students of the outcome by Oglethorpe e-mail once the review process has been completed. To request a financial aid appeal based on Satisfactory Academic Progress (SAP), please see the SAP section, below. ([Back to ToC](#))

#### 4.6. Satisfactory Academic Progress

Unless otherwise indicated, in this section "student" refers to any undergraduate (TU or EDP) or any graduate (MAT) student.

Applicants for federal, state and/or institutional financial aid must be making Satisfactory Academic Progress (SAP) toward the completion of degree requirements and must be in academic good standing with the University in order to receive federal, state or institutional financial aid. SAP at Oglethorpe is defined according to each of three standards being satisfied. ([Back to ToC](#))

##### 4.6.1. Qualitative Standard

###### 4.6.1.1. For Undergraduate Students (TU and MAT)

Students must successfully meet the minimum cumulative grade-point average (GPA) as shown below, consistent with graduation requirements:

Semester Hours Completed	Cumulative GPA Required
0 – 29	1.50
30-59	1.75
60 and above	2.00

Note: Some types of institutional financial aid and scholarship awards have higher GPA requirements.

###### 4.6.1.2. For Graduate Students (MAT)

Students must maintain a cumulative GPA of 3.00 at all times. ([Back to ToC](#))

##### 4.6.2. Pace Standard

Students must successfully complete their program of study at a certain pace, requiring successful completion of at least 67% of attempted courses. CLEP and test credits are also included as attempted credits. Audited courses are not included in the number of hours attempted or earned for SAP determination and students do not receive a grade in audited classes.

$$Pace = \frac{\text{Cumulative number of semester hours earned}}{\text{Cumulative number of semester hours attempted}}$$

Unsatisfactory grades that count against a student's progress are:

“F”	Failure
“FA”	Failure due to Absence
“W”	Withdrew
“WF”	Withdrew Failing
“I”	Incomplete
“U”	Unsatisfactory ( <a href="#">Back to ToC</a> )

#### 4.6.3. Timeframe Standard

Students must complete their declared program within 150% of the published number of credit hours required to complete the program. For example, in undergraduate programs requiring 128 hours, this provides up to 192 attempted hours to complete a 128 hour degree program. For students seeking a second undergraduate degree, the maximum time frame (using the above example) is 252 attempted credit hours or 150% of hours needed to complete the first degree, plus 60 additional hours.

The maximum timeframe calculation is performed as follows:

A = All Oglethorpe semester hours attempted (including repeated credits)

T = All credit hours transferred from other institutions

R = All remedial credit hours attempted

P = The total number of credit hours used to determine current progress toward degree

$$P = A + T - R$$

All transfer credit hours accepted by Oglethorpe University are counted as both attempted and completed credits and are included in the maximum timeframe calculation. These grades are not counted toward the cumulative GPA requirement since initial transfer hours do not count toward the Oglethorpe cumulative GPA. CLEP and test credits are also included as attempted credits. Repeated courses count as credits attempted during each term the student is enrolled in the course; however, they will be counted once as credits completed the first time a passing grade is received for the course. Students are not eligible to receive financial aid for audited courses. Audited courses are not included in the number of hours attempted or earned for SAP determination and students do not receive a grade in audited classes. ([Back to ToC](#))

#### 4.6.4. SAP Evaluation and Notification

The three standards of satisfactory academic progress are evaluated at the end of each semester and students are notified by letter to their home address on record, with similar notification sent to their official Oglethorpe e-mail address, of any adverse (“warning,” “suspension” or “probation”) SAP status. Students meeting all three standards of SAP, and who are not in a period of warning, suspension or probation, are considered to be in good standing for SAP purposes. No additional requirements are specified and no notification will be sent regarding SAP to students who are in good SAP standing. ([Back to ToC](#))

##### 4.6.4.1. Financial Aid Warning

Students found to be deficient in one or more of the three standards of SAP at the end of a semester are placed on warning for one semester. During this semester, a student may receive financial aid. To move from warning to “in good standing,” students must meet all three of the

SAP standards by the end of the warning semester. Financial aid warning is intended to alert students to a current deficiency in their academic progress and that continued lack of progress will lead to financial aid suspension. Students who have failed to meet one or more of the standards of SAP while on warning will have one semester to meet SAP. ([Back to ToC](#))

#### **4.6.4.2. Financial Aid Suspension and Appeal**

Students do not meet SAP after completing one warning semester are placed on suspension. Students who have been placed on financial aid suspension are not eligible to receive federal, state or institutional financial aid. Aid eligibility will be restored once the student again meets all three SAP standards. Students on suspension who feel they have certain mitigating circumstances hindering their ability to meet SAP may submit an appeal. Examples of extenuating circumstances include, but are not limited to: death or major hospitalization of an immediate family member, illness or injury of the student, house fire, etc. The appeal must be submitted in writing to the director of financial aid and must include supporting documentation. Incomplete appeals or appeals lacking adequate documentation will be denied. No verbal appeals will be accepted. Appeals must specify exactly why the student did not meet the standards and must include all relevant information that has changed to allow student to meet SAP at the next evaluation point. Submitting an appeal does not guarantee approval and the decision of the director of financial aid is final and cannot be appealed to the U.S. Department of Education. Students in financial aid suspension will be allowed to appeal only one time. ([Back to ToC](#))

#### **4.6.4.3. Financial Aid Probation**

Students who have been placed on financial aid suspension and have successfully appealed are placed on probation for one semester. Students placed on probation are allowed to receive financial aid during the semester on probation. By the end of the semester on financial aid probation, the student must be meeting all three standards of SAP or, if not, the student must be following an academic plan through the academic success center (ASC) leading to graduation. The plan must ensure that the student will be meeting all three standards of SAP by graduation. Students on probation who again meet all of the standards of SAP while on probation will be placed in good standing at the end of the probation semester. Students who do not meet all of the standards of SAP while on probation will again be placed on suspension and may not appeal a second time. Students who are on suspension (and not eligible for appeal) may attend Oglethorpe at their own expense if they are otherwise academically eligible to do so. If in the future the student again meets all three SAP standards, the student will regain eligibility for financial aid.

Note: Consortium agreements, study abroad, and independent study courses may result in a delay of financial aid until all transcripts have been submitted and Oglethorpe University is able to review all grades received. ([Back to ToC](#))

### **4.7. Financial Good Standing**

To be in financial good standing with the University means all of the following:

- The student's financial account with the University is current, meaning that all bills (tuition, fees, room, board, fines, etc.) have been paid in full or are being paid on-time according to a payment plan approved by and filed with the business office. See especially [Sec. 4.3.](#) and [Sec. 4.4.](#)
- If the student receives any federal, state or institutional aid, then the student is making SAP (see [Sec. 4.6.](#)) and is not on financial aid warning, suspension or probation. ([Back to ToC](#))



#### **4.8. Financial and Financial Aid Consequences of Dropping and Adding Courses, Withdrawing from Individual Courses, and Withdrawing from the University**

Please consult [Sec. 5.3.](#) and [Sec. 5.9.](#) for registration policies, [Sec. 5.10.](#) for information on academic load, and [Sec. 5.17.](#) for a discussion of schedule modification, including dropping and adding courses and withdrawing from single courses. Withdrawal from the University is discussed in [Sec. 5.25.1.](#) ([Back to ToC](#))

##### **4.8.1. Withdrawing from the University Prior to the End of the Drop/Add Period**

If a student decides to withdraw from the University any time prior to the close of business on the last day of drop/add period, then the student must concurrently drop all his/her courses. The withdrawal must be official, meaning that the appropriate forms (completely filled out and endorsed by all required parties) must be received by the registrar by close of business on the final day of the drop/add period. A student who officially withdraws from the University prior to close of business on the last day of the drop/add period will be entitled to a 100 percent refund of tuition and fees already paid for that term. If applicable, the student will receive a refund of room and board charges paid for the term, less a charge for room and board that takes into account the daily rate for such services in combination with the actual number of days the student resided on-campus prior to withdrawing from the University. Additionally, the contract a residential student signed with the office of residence life may stipulate a penalty for early termination; any such fee will be billed to the student's account. The student will not receive any federal, state or institutional financial aid. ([Back to ToC](#))

##### **4.8.2. Withdrawing from the University After the Drop/Add Period**

Student schedules (and the associated financial and financial aid implications) are considered somewhat fluid through the close of business on the final day of the drop/add period of a given term. If, after the close of business on the final day of the drop/add period, a student remains registered for one or more courses, then the student will receive an updated statement of account that will reflect the program (TU, EDP, MAT) in which he/she is enrolled and which will also reflect any other germane factors. For TU students enrolled for a fall or spring semester, for instance, such factors would include whether the student is full- or part-time, whether or not there is an overload in hours, whether or not the student lives on-campus, whether or not (and to what extent) the student's bill is to be offset by federal, state and/or institutional financial aid, and so on.

Any student who remains registered for one or more classes at the close of business on the final day of the drop/add period will not be eligible for a refund of any fees, even if the student withdraws from the University for any reason later the same term. Additionally, there is no refund associated with withdrawing from individual courses past this point, nor is there any refund for students who simply stop attending Oglethorpe and never officially withdraw from the University.

If a student withdraws from the University after close of business on the last day of the drop/add period, whether or not he/she is due a refund or offset of tuition charges (not fees, which are not refundable at this stage) will depend on the following calculation. The date on which the student officially leaves the University is the date on which the student (or his/her representative) files the official withdrawal from the University form (fully endorsed by all required parties) with the registrar's office. This date permits computation of the "Number of calendar days which have elapsed before leaving," this being the number of calendar days between the first day of classes of the term and the date that the student's leaving became official, inclusive. The "Number of calendar days in the term of enrollment" is the number of days between the first day of classes and the last day of classes of the given term, inclusive.

Neither “dead day” nor specially scheduled final examination days (when appropriate) are included in this value. The following calculation will then be used to determine the proportion of the term which has elapsed prior to the student leaving the University:

*Percent of term elapsed before leaving*

$$= \frac{\text{Number of calendar days which have elapsed before leaving}}{\text{Number of calendar days in the term of enrollment}} \times 100$$

If the “Percent of term elapsed before leaving” is greater than or equal to 60 percent there is no tuition refund given upon withdrawal from the University; neither is there any adjustment of federal, state or institutional financial aid which has been previously credited to the student’s account. That is, the tuition cost for which the student is responsible is exactly the same as if the student had attended Oglethorpe until the term was concluded.

Residential students who withdraw from the University when the “Percent of term elapsed before leaving” is greater than or equal to 60 percent receive no refund for room and board charges previously billed to their account.

If the “Percent of term elapsed before leaving” is less than 60 percent, then the student is entitled to a “Refund percent” equal to:

$$\text{Refund percent} = 100 - \text{Percent of term elapsed before leaving}$$

This “Refund percent” will be applied to both gross tuition billed to the student for the term in question, and also to all federal, state and institutional financial aid previously credited to the student’s account after drop/add period concluded. The refunded financial aid is returned to its source, not to the student. The calculations associated with this process are complex. Students are advised to consult with both the business office and the financial aid office prior to actually withdrawing from the University to make certain they understand the associated financial and financial aid implications.

Residential students who withdraw from the University when the “Percent of term elapsed before leaving” is less than 60 percent will receive a refund of room and board charges which have already been billed, less a charge for room and board that takes into account the daily rate for such services in combination with the actual number of days the student resided on-campus prior to withdrawing from the University. Additionally, the contract a residential student signed with the office of residence life may stipulate a penalty for early termination; any such fee will be added to the student’s account. Residential students are advised to consult the office of residence life prior to actually withdrawing from the University to make certain they understand the associated financial implications.

Students should be particularly mindful of the following:

- The date that will be used for calculation of a potential refund due to withdrawing from the University will be the date on which the registrar’s office receives the official form signed by all required parties. An arrangement with a professor or an advisor will not be recognized as an official change of any sort.
- Any student who has registered and decides not to attend must officially withdraw from the University. Simply not showing up, or ceasing to show up, is not the same as withdrawing from the University.

- Fees are only refundable for those who withdraw from the University prior to close of business on the last day of the drop/add period.
- In no case is a student eligible for any tuition or fees refund whatsoever if:
  - the student fails to formally withdraw from the University; or
  - the student is expelled for disciplinary reasons; or
  - the student withdraws from the University when a disciplinary action (code of student conduct violation or honor code violation) is pending; or
  - the student withdraws from a class or classes, but does not totally withdraw from the University.
- Issuance of credit for room and board is governed by the contract signed by the student with the office of residence life. Any credits or refunds to be issued to a student's account will be determined by the director of residence life in accord with the principles explained above. ([Back to ToC](#))

#### **4.9. Financial and Financial Aid Consequences of Being Subject to a Non-Academic Withdrawal from the University**

Non-academic withdrawal is explained in [Sec. 5.25.2](#). From the financial and financial aid perspectives, (involuntary) non-academic withdrawal from the University is handled exactly the same as is (voluntary) withdrawal from the University (see [Sec. 4.8.](#)), except as follows: When the non-academic withdrawal occurs after the end of the drop/add period, the “Number of calendar days which have elapsed before leaving” is the number of calendar days between the first day of classes of the term and the date that the dean of students notified the student that he/she is to be non-academically withdrawn, inclusive. If the student appeals the dean of student's decision, the days which elapse during the implementation of the appeal process are not counted for purposes of refunds associated with tuition and federal, state and/or institutional financial aid. However, such “appeal days” would count as days in residence for purposes of determining a potential refund of room and board charges, if applicable. ([Back to ToC](#))

#### **4.10. Financial and Financial Aid Consequences Associated with the Death of a Student**

From financial and financial aid points of view, the death of a student is handled exactly the same as is withdrawal from the University (see [Sec. 4.8.](#)), except as follows:

- When the death occurs after the end of the drop/add period, the “Number of calendar days which have elapsed before leaving” is the number of calendar days between the first day of classes of the term and the date of death, inclusive.
- When appropriate, room and board charges are subject to the same protocols established in [Sec. 4.8.](#), except that no termination fee for breaking the housing contract is assessed. ([Back to ToC](#))

#### **4.11. Financial and Financial Aid Consequences Associated with Expulsion**

Expulsion is explained in [Sec. 5.25.4](#). From financial and financial aid perspectives, expulsion is handled exactly the same as is withdrawal from the University (see [Sec. 4.8.](#)), except as follows:

- Regardless of the date a student is notified of his/her expulsion, the student receives no tuition or fee refunds for the semester in which he/she was expelled.
- If the student resides on-campus then the student will automatically be subject to a fee for breaking the housing contract they signed with the office of residence life.
- When the expulsion occurs after the end of the drop/add period, the “Number of calendar days which have elapsed before leaving” is the number of calendar days between the first day of classes of the term

and the date that the student receives official notification that he/she is to be expelled, inclusive. If the student appeals the expulsion decision, the days which elapse during the implementation of the appeal process are not counted for purposes of refunds associated with federal, state and/or institutional financial aid. However, such “appeal days” would count as days in residence for purposes of determining a potential refund of room and board charges, if applicable. ([Back to ToC](#))

## 5. Academic Policies, Procedures and Requirements

Students and employees are particularly urged to read and understand [Sec. 1.](#) and [Sec. 2.](#) of this *Bulletin*. The components of Oglethorpe's academic program are contained predominantly in [Sec. 5.](#) through Sec. 10., and all students should be familiar with the information contained in those sections.

Unless specifically noted otherwise, policies, procedures and regulations in this section apply to all students (TU, EDP and MAT). ([Back to ToC](#))

### 5.1. Academic Calendar

Please see [Secs. 1.1.5.](#) through 1.1.7. for definitions germane to the formulation of Oglethorpe's academic calendar. Important dates for the current and upcoming academic years can be found at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). ([Back to ToC](#))

### 5.2. Access to, and Appropriate Academic Use of, Computers and Other Electronic Devices

Please see [Sec. 2.6.5.](#) for additional important policies relating to digital media, information and communication. ([Back to ToC](#))

#### 5.2.1. Computer Access Requirement

Each student enrolled at Oglethorpe must have access to a computer, and any course offered at the University may require computer-based work. Further, any computer which a student utilizes must provide access to e-mail accounts, the World Wide Web using a current browser, and spreadsheet and word processing software. Departments and other units may establish minimum machine capability and software requirements, including the requirement that a student in a certain degree program must own a computer demonstrating certain minimum performance capabilities. It is the responsibility of each student to ensure his or her access to a computer. Computers are available in the open-access computer areas and laboratories on campus (in the Philip Weltner Library, Goslin and Goodman Halls, and other places) that provide the basic level of computer capabilities, but these areas and laboratories are heavily used and cannot guarantee a student access to a computer at a particular time. ([Back to ToC](#))

#### 5.2.2. Electronic Device Appropriate Use Policy

The Oglethorpe academic experience envisions students who have come to class prepared to share ideas, rather than merely receive them. Learning occurs through discussion in which each student listens carefully to the comments of others and seeks the opportunity to add, as appropriate, to what is being said. Participating in such a discussion requires careful attention on the part of the students and instructor. It is to promote such a learning environment that the University requires, as a general policy, that electronic devices be turned off during class time. These devices include laptop computers, cell phones and all other electronic devices.

Oglethorpe University is committed to educationally sound uses of technology in the classroom, to providing a secure learning environment, and to preventing disruption of students' and instructors' educational experiences. The University is also committed to balancing the need for concentration in the course environment with concerns about safety and with students' outside responsibilities. We recognize that, when used properly, hand-held and wireless technologies can enhance the classroom environment and student learning; used improperly, these same technologies can significantly degrade the quality of learning in the course setting. Each student enrolled in courses in the University has a

responsibility to other students and to the instructor to contribute to a courteous, respectful learning environment. This responsibility includes not disrupting instruction or distracting fellow students and maintaining an atmosphere that supports academic integrity, as represented in the Oglethorpe honor code and the code of student conduct.

While it is the general policy that all electronic devices be turned off during class time, the instructor may prohibit any use of hand-held or wireless technology that he/she deems substantially disrupts learning opportunities, degrades the learning environment, or promotes academic dishonesty or illegal activities. Students unsure of whether an activity is appropriate are encouraged to ask their instructors. Students are also encouraged to notify their instructors of disruptive behavior they observe.

### Policy

Unless otherwise specified by the instructor on the syllabus or communicated via University e-mail, the following statements govern the appropriate use of hand-held and wireless technologies in courses offered at the University.

1. Students may not use cell phones, pagers, PDAs, or similar communication devices during scheduled course meetings (including class time, laboratories, quizzes, exams, review sessions, individual instruction, or similar activities) in the University. Such devices must be silenced or turned off. Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.
2. Laptops (or any wireless computers or similar electronic devices) may only be used for note-taking or other specified course activities with the instructor's permission. Students using these devices for note-taking must turn off the wireless function (unless it is required for the note-taking or document viewing application in use) and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students must avoid non-course-related activities such as checking e-mail or social networking sites, web-surfing, or playing games because these diminish their—and their classmates'—engagement with instructional activities.
3. Unauthorized use of electronic communication or wireless devices during quizzes, examinations, or other graded activities will be subject to disciplinary action under the provisions of the honor code. In certain circumstances (exams, laboratories, presentations, etc.), students may be temporarily required to deposit cell phones, laptops, or other electronic devices with the instructor or lab supervisor for the duration of the specific class or activity.
4. A course instructor, administrator, or staff member may prohibit activities that violate laws and/or University policies, such as those related to intellectual property rights or copyright, eavesdropping, or sexual harassment. (Examples of such activities might include using a camera phone to videotape performances or taking inappropriate photos without the subject's knowledge or permission.)
5. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to provisions in the student's letter of accommodation.

6. Where personal emergency or family care responsibilities require access to electronic communication devices, arrangements must be made in advance with the instructor. The instructor will decide if such access is appropriate; students may appeal these decisions according to the provisions of [Sec. 2.6.9.1.](#)
7. Other exceptions to this policy may be granted at the discretion of the instructor.

### Sanctions

Sanctions for violation of this policy will be determined by the instructor and may include dismissal from the class, attendance penalties or loss of class participation points, or other penalties that the instructor determines to be appropriate. These sanctions should be explicitly stated on the instructor's syllabus.

### Providing Notice to Students

Instructors should anticipate that issues with wireless communications and electronic devices may arise and publish any policies and restrictions in their course syllabi. Otherwise, a statement such as "Electronic Device Appropriate Use Policy is in effect for this class," with a link to the text of the policy, should appear on syllabi for all courses offered at the University. If the instructor plans to use sanctions for disruptions, he/she should publish details about the sanctions in the course syllabus.

### Changes

Due to the dynamic nature of technology, any changes or additions to this policy will be published on the University's web site. ([Back to ToC](#))

## **5.3. Activities to Acculturate and Register New Students**

Students are "new" if they have never before attended Oglethorpe. This includes first-time freshmen and freshmen transfers ([Sec. 3.2.1.](#)) as well as other transfer students ([Sec. 3.2.2.](#)). New TU and MAT students may only enter at the start of a fall or spring semester, but not a summer semester. Any exception to this requires approval of the vice president for enrollment and financial aid. New EDP students may enter in the summer as well as the fall and spring. ([Back to ToC](#))

### **5.3.1. New TU Students Entering in the Fall**

#### **5.3.1.1. Passport**

In conjunction with the provost and the office of campus life, the office of admission schedules and coordinates two Passport programs, typically one in June and the other in July. All students (first-time freshmen and transfers, including freshman transfers) who intend to enter during the ensuing fall semester are expected to attend one of these two sessions or to explain to the office of admission why they cannot attend. Students at Passport will meet in small groups with a trained "temporary" advisor, who has received training from the academic success center (ASC). The temporary advisor will help the student register for his/her fall classes and answer questions regarding the academic program. Transfer students, who are likely to have problems and questions different than those of first-time freshmen, will be kept together in small groups so that their individual circumstances can best be addressed. At Passport, students will be afforded the opportunity to take the mathematics placement test ([Secs. 5.4.1.](#) through [5.4.3.](#)) and the language

placement test ([Sec. 5.4.4.](#)), as necessary, so that their first semester's schedule can be prepared most accurately. In addition, Passport will be used to ensure that entering students receive their Petrel Passes (see [Sec. 11.1.12.](#)), and to meet faculty, staff, and other incoming students.

Entering degree-seeking international students who are unable to attend either Passport session will coordinate with the international admission counselor to ensure their proper advising, registration and access to mathematics and language placement tests. Students are warned that some classes may be closed for late registrants.

For international exchange students who enter in the fall, the international admissions counselor coordinates advising between Oglethorpe and the student's home institution. Students are warned that some classes may be closed for late registrants.

For non-international students who are unable to attend either Passport session, arrangements are made in late summer or at Orientation (see below) to ensure proper advising, registration and access to mathematics and language placement tests. Students are warned that some classes may be closed for late registrants. ([Back to ToC](#))

#### **5.3.1.2. Orientation**

Oglethorpe provides students entering in the fall with the opportunity to make a successful adjustment to college. The University community's tradition of close personal relationships results in an orientation program that fosters the development of these relationships and provides much needed information about the University.

All new Oglethorpe students entering in the fall must attend scheduled orientation activities in August. All students matriculating in the fall semester will pay an orientation fee (see [Sec. 4.1.3.1.](#)). This fee helps pay for various activities and events held during fall orientation. Throughout this process, students will learn about the academic programs, support services, and the life of the campus community.

The office of campus life, in collaboration with the office of admission and the provost, organizes orientation. ([Back to ToC](#))

#### **5.3.2. New TU Students Entering in the Spring**

There is no Passport session for new TU students who enter in the spring. Instead, there is a scaled-down orientation prior to the start of classes in January. The orientation will fulfill many of the roles of Passport and fall orientation, including providing for students to meet with an advisor from the academic success center (ASC), who will help each student register for his/her spring classes and answer questions regarding the academic program. Students will be afforded the opportunity to take the mathematics placement test ([Secs. 5.4.1.](#) through [5.4.3.](#)) and the language placement test ([Sec. 5.4.4.](#)), as necessary, so that their first semester's schedule can be accurately prepared. In addition, orientation will be used to ensure that entering students receive their Petrel Passes (see [Sec. 11.1.12.](#)), and to meet faculty, staff, and other incoming students. There is no fee for orientation for those TU students who enter in the spring.

Degree-seeking international students who enter in the spring will coordinate with the international admission counselor to ensure their proper advising, registration and access to mathematics and language placement tests.



For international exchange students who enter in the spring, the international admissions counselor coordinates advising between Oglethorpe and the student's home institution. ([Back to ToC](#))

### 5.3.3. New EDP Students Entering in the Fall, Spring or Summer

Most EDP students have had prior post-secondary experience, and so there is no formal orientation program. Instead, each entering student will meet with an advisor from the academic success center (ASC) prior to the student's first semester at Oglethorpe, in order to evaluate transfer credits, arrange for taking the mathematics and language placement tests (as needed) and to plan the student's schedule for the ensuing semester. ([Back to ToC](#))

### 5.3.4. New MAT students Entering in the Fall or Spring

There is an orientation on the first day of the given semester; students will be notified of this in advance. Each entering MAT student will meet with an advisor from the Master of Arts in Teaching in Early Childhood Education (Grades P-5) program, either before or on the day of orientation, in order to evaluate the need for satisfying any state-mandated co-requisites required for recommendation for initial certification (if it is the student's objective to achieve such recommendation) as well as to plan out the student's schedule of courses for the upcoming semester and to develop an academic plan to ensure timely completion of the entire program. ([Back to ToC](#))

## 5.4. Placement Testing for Certain Disciplines

Undergraduate (TU and EDP) students who will be studying mathematics, science (including biology, biopsychology, chemistry, dual degree—engineering and physics), accounting, business administration, economics and/or foreign language (French, German, Japanese or Spanish) courses must often take an appropriate placement test prior to their enrollment in the first such course. The placement test will identify which course among several will provide an appropriate entrée into the field or will identify one or more prerequisites which must be satisfied prior to the student enrolling in a particular course of interest.

Prerequisites and co-requisites play a prominent role in the following discussion. These topics are discussed in more general terms in [Sec. 5.11](#). ([Back to ToC](#))

### 5.4.1. Mathematics Course Prerequisites and Mathematics Placement Testing

There are two mathematics courses that have no prerequisites: MAT 111 Statistics and MAT 120 Introduction to Functions. Also, the mathematics Core class, COR 203 Great Ideas of Modern Mathematics, has no prerequisites. Thus, any of these three courses can be taken at any time by any Oglethorpe undergraduate student.

All other mathematics courses have prerequisites. The first several of these are:

Course	Prerequisite
MAT 121 Applied Calculus	MAT 120 Introduction to Functions
MAT 130 Advanced Functions	MAT 120 Introduction to Functions
MAT 131 Calculus I	MAT 130 Advanced Functions
MAT 132 Calculus II	MAT 131 Calculus I

Like all prerequisites, these can be satisfied in a variety of ways, including:

- taking the specified prerequisite course at Oglethorpe, or

- taking a materially equivalent course at another regionally accredited post-secondary institution and transferring the credit to Oglethorpe (see [Secs. 5.8.2.](#) through 5.8.6. for additional details), or
- exempting the prerequisite via test scores, such as those from certain Advanced Placement (AP) or International Baccalaureate (IB) tests (see [Sec. 5.8.1.](#) for additional details).

While AP and IB test scores may be used to exempt students from mathematics prerequisites, even students without the requisite AP or IB scores can exempt some (or all) of the prerequisites for a given mathematics course by taking Oglethorpe’s mathematics placement examination. This exam is administered at Passport and orientation and by appointment at other times with the academic success center. The test will discern in which one of several lower-level mathematics courses the student is pre-qualified to enroll. For example, a student might need or want to take MAT 131 Calculus I. Rather than taking all conceivable prerequisites (which could include both MAT 120 Introduction to Functions and MAT 130 Advanced Functions), the student should take the mathematics placement exam. The results may say that the student is prepared to take MAT 131 Calculus I already, without taking any of the prerequisites. Or the placement test may say that the student needs to take MAT 130 Advanced Functions first. At worst, the test will indicate that the student needs to take MAT 120 Introduction to Functions and then MAT 130 Advanced Functions prior to taking MAT 131 Calculus I. But given the fact that the test can potentially exempt students from all or some of the prerequisites, all undergraduate students who may need to take one or more mathematics courses having prerequisites are strongly encouraged to take the mathematics placement exam before they first register for classes at Oglethorpe. ([Back to ToC](#))

#### 5.4.2. Mathematics Prerequisites and Co-Requisites, and Mathematics Placement Testing, for Science Courses

All introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites and/or co-requisites. Because introductory-level science courses are required for a variety of major and minor programs, these prerequisites typically affect a large proportion of entering students. The prerequisite situation is as follows:

Science Lecture Course*	Prerequisites or Co-requisites*
BIO 101 General Biology I	Prerequisite: MAT 120 Introduction to Functions
BIO 102 General Biology II	Prerequisites: MAT 120 Introduction to Functions and BIO 101 General Biology I (with “C-” or better)
CHM 101 General Chemistry I	Prerequisite: MAT 120 Introduction to Functions
CHM 102 General Chemistry II	Prerequisites: MAT 120 Introduction to Functions and CHM 101 General Chemistry I (with “C-” or better)
PHY 101 General Physics I	Prerequisite: MAT 130 Advanced Functions
PHY 102 General Physics II	Prerequisites: MAT 130 Advanced Functions and PHY 101 General Physics I
PHY 201 College Physics I	Co-requisite: MAT 131 Calculus I
PHY 202 College Physics II	Co-requisite: MAT 132 Calculus II Prerequisite: PHY 201 College Physics I (with “C-” or better)

\* Please note that each introductory-level chemistry and physics lecture course has a separate lab, whereas each biology course bundles lecture and lab together. In all cases students must take the lecture and corresponding lab simultaneously. Thus, those enrolled in CHM 101 must also be enrolled in CHM 101L General Chemistry Laboratory I. Similarly, those enrolled in PHY 101 must also be taking PHY 101L Introductory Physics Lab I, and so forth.

As an example, a student who wishes to take BIO 101 General Biology I and/or CHM 101 General Chemistry I would have to satisfy the mathematics prerequisite in any of the ways outlined in [Sec. 5.4.1](#). Among all possible ways, the easiest and most broadly-applicable method of satisfying the prerequisite is to make sure that every entering student who may wish to take introductory-level science classes first takes the mathematics placement exam. If the results indicate that the student is exempt from taking MAT 120 Introduction to Functions, then such a student can register for BIO 101 and/or CHM 101 even their first semester at Oglethorpe. On the other hand, if the mathematics placement exam indicates the student must take MAT 120 Introduction to Functions, then the student will have to satisfactorily complete that course before enrolling in either BIO 101 or CHM 101. The situation is similar for PHY 101 General Physics I, except that the prerequisite is MAT 130 Advanced Functions rather than MAT 120 Introduction to Functions. If the mathematics placement test indicates that the student is exempted from MAT 130 then the student can register for PHY 101 whenever he/she wishes. Or the mathematics placement test may indicate that the student must take MAT 130 (and possibly even MAT 120, as well) prior to enrolling in PHY 101.

The situation is slightly more complex for those wishing to take PHY 201 College Physics I. Here there is a co-requisite of MAT 131 Calculus I. This means that the mathematics placement exam not only indicates that the student is ready to take MAT 131 (without taking MAT 120 and/or MAT 130 first), but also that the student is actually enrolled in MAT 131 at the same time he/she is enrolled in PHY 201. It is also possible that the student has already satisfactorily completed (or received credit for) MAT 131, in which case the co-requisite has automatically been satisfied ahead of time.

The mathematics prerequisites are the same for BIO 102, CHM 102 and PHY 102 as they are for BIO 101, CHM 101 and PHY 101, respectively. Thus, to cite one example, even students who might exempt BIO 101 (based on an Advanced Placement exam score, for instance) still must satisfy the mathematics prerequisite in order to enroll in BIO 102.

The mathematics co-requisite for PHY 202 is MAT 132 Calculus II. Thus, a student who enrolls in PHY 202 must have satisfactorily completed both PHY 201 and MAT 131, and must be concurrently enrolled in MAT 132. ([Back to ToC](#))

#### **5.4.3. Mathematics Prerequisites and Mathematics Placement Testing for Accounting and Business Administration Majors, and for Economics Majors and Minors**

Students who plan to major in Accounting or Business Administration, or who plan to either major or minor in Economics, are subject to a uniform mathematics proficiency requirement. Such students must either have earned a 4 or 5 on the Advanced Placement Calculus AB or Calculus BC exam or must have earned a "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I at Oglethorpe (or in a materially equivalent course at another regionally accredited post-secondary institution). Students who must demonstrate proficiency by satisfactorily completing either MAT 121 or MAT 131 are reminded that both those courses have mathematics prerequisites of their own (see [Sec. 5.4.1](#)). Therefore, such students should take the mathematics placement examination as soon as possible (preferably prior to their first semester at Oglethorpe) so MAT 121 or MAT 131, as well as any necessary prerequisites for courses, can be completed in a timely way. Accounting and Business Administration majors must satisfy all mathematics prerequisites prior to enrolling in BUS 310 Corporate Finance. Economics majors and minors must satisfy all mathematics prerequisites prior to enrolling in ECO 220 Intermediate Microeconomics. Close consultation with the student's academic advisor is encouraged. ([Back to ToC](#))

#### **5.4.4. Language Placement Testing**

Students who are required to take a foreign language, and those who may simply wish to do so, are first required to take an online language placement test. The test can be found at [http://www.oglethorpe.edu/admission/Undergraduate/language\\_placement.asp](http://www.oglethorpe.edu/admission/Undergraduate/language_placement.asp). Students who have previous experience with the language of interest are not permitted to place themselves into language courses. Placement must be established in advance through the language placement test. ([Back to ToC](#))

#### **5.5. Immunization Records**

As indicated throughout [Sec. 3.](#), every new student arriving at Oglethorpe (regardless of whether the student is full-time or part-time; regardless of whether the student is in TU, EDP or MAT; and regardless of whether the student is a freshman, a transfer, a transient, joint enrolled, or any other possibility or status) must submit proof of immunization.

It is the policy of the Oglethorpe to voluntarily comply with the mandatory immunization program established by the Board of Regents of the University System of Georgia. These requirements include documented proof of immunity to measles, mumps and rubella (MMR), varicella (chicken pox), tetanus/diphtheria (Td) and hepatitis B, prior to registering for and attending any classes. The "Certificate of Immunization" form is available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: immunization). Before beginning classes, every new student is required to download this form and have his/her health care provider fill it out in its entirety. Completed forms should be submitted to the office of campus life prior to the first day of classes.

Georgia law requires that students residing in campus housing be provided information on meningococcal disease and vaccination. After reviewing information about the risks for the disease and the benefits of prevention by the meningitis vaccine, students 18 years and older are required to sign a form kept on file in the office of residence life. Students less than 18 years of age must show their parent or guardian's signature on the form. This "Meningococcal Disease Notification" form documents that the information was reviewed and the option of the vaccine was provided, and/or date the vaccination was elicited. Compliance with the state law is a requirement for residing in campus housing. Forms and further information are available from the office of campus life and the director of residence life. Completed forms should be submitted to the director of residence life prior to the first day of classes. ([Back to ToC](#))

#### **5.6. Personal Demographic Information**

A student's personal demographic information (including, but not limited to, the student's legal name, marital status, birthday, social security number, permanent and local address, permanent and local telephone number(s), personal e-mail address(es), major(s), minor(s), and anticipated degree) is kept on file and should be modified by the student when circumstances warrant. Some of this information can be changed by the student in Oasis. For any personal demographic information that the student cannot change in Oasis, the student should fill out a change in information form, which is available at the office of the registrar and also available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). The completed form is submitted to the registrar. ([Back to ToC](#))

#### **5.7. Advising**

Academic advisement is an essential component of an education at Oglethorpe, and the University is committed to providing the individual advice and assistance that students need at every step of their degree programs. All degree-seeking students should consult with an academic advisor in preparing course schedules,

discussing completion of degree requirements, exploring post-graduation plans, and inquiring about any other academic matter. ([Back to ToC](#))

### **5.7.1. Advising for TU Students**

New TU students are registered for the first time by a “temporary” advisor, at either Passport, orientation or at some other time prior to the first day of classes of the semester during which the student enters Oglethorpe. Once a new student completes Passport and/or orientation, he/she is assigned a primary academic advisor from among the teaching faculty; when possible, the primary academic advisor will teach in the student’s discipline of interest. In addition, the academic success center (ASC) will serve as the secondary academic advisor to all TU students.

Students can identify and contact their primary and secondary academic advisors by logging in to Oasis. Students should always work with their primary academic advisor first, using the ASC only in cases when their primary academic advisor is unavailable. ([Back to ToC](#))

#### **5.7.1.1. Changing Primary Academic Advisor**

At any time, a TU student may change to a different faculty primary academic advisor. This would often be expected when a student changes majors or when, for example, their faculty academic advisor goes on sabbatical leave. To change the primary academic advisor, a student must complete the steps below:

1. Obtain a declare/change advisor form or a change of information form, either available in the registrar’s office or online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).
2. Consult with the proposed new faculty academic advisor for permission to be added to the faculty member’s advisee list and obtain the new academic advisor’s signature on the form.
3. Return the completed form to the registrar’s office so that the new advisor will appear on the student’s online Oasis account as the primary academic advisor. ([Back to ToC](#))

### **5.7.2. Advising for EDP Students**

The academic success center will serve as the primary academic advisor for all EDP students. ([Back to ToC](#))

### **5.7.3. Specialized Advising for Undergraduates Interested in Certain Career Options**

Oglethorpe has several faculty members who have been designated as advisors for undergraduate (TU and EDP) students who are interested in achieving certain specialized career objectives. The identities of these specialized advisors can be obtained from the provost. Students can avail themselves of the services of such faculty members without actually having one of these faculty members serve as the student’s primary academic advisor. ([Back to ToC](#))

#### **5.7.3.1. Biomedical Sciences and Allied Health Studies**

The health care advisor will assist students who plan to eventually attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science and other such fields.

Preparation for admission to biomedical science and allied health education programs typically follows one of three models. In the first model, students are admitted to a health science program after completing a set of required courses in specific academic disciplines during two or three

years of college study. For students pursuing this option, a minimum of 64 semester hours earned at Oglethorpe and successful completion of the allied health education program in an accredited professional school are required to earn the Bachelor of Arts degree with an individually planned major (see [Sec. 8.21.](#)). The second model, which has become the standard in fields such as physical therapy and occupational therapy, requires students to earn a bachelor's degree before being admitted to programs that lead to initial professional certification through a master's or clinical doctoral degrees. Students interested in this option may find that one of the majors regularly offered at Oglethorpe (such as biology or biopsychology) fulfills the admission requirements for the health science program; alternatively, an individually planned major can be designed to meet the admission requirements. The third model, as exemplified at some colleges of nursing, allows students who already have a bachelor's degree to accelerate the completion of a second bachelor's degree (typically a Bachelor of Science in Nursing, B.S.N.) provided that certain specific courses are completed as part of the first degree.

A reliable source of information about the biomedical sciences and allied health fields is at the [www.explorehealthcareers.org](http://www.explorehealthcareers.org) website. ([Back to ToC](#))

#### **5.7.3.2. Law**

Students planning to enter law school after graduation from Oglethorpe should realize that neither the American Bar Association nor leading law schools endorse a particular pre-law major. The student is advised, however, to take courses that enhance the basic skills of a liberally educated person: reading with comprehension, writing, speaking and reasoning. The student is encouraged to become more familiar with political, economic and social institutions as they have developed historically and as they function in contemporary society. Students interested in pursuing a legal career should ask the provost for the names of faculty members serving as pre-law advisors. ([Back to ToC](#))

#### **5.7.3.3. Medicine or a Similar Healthcare Profession**

Students who plan to attend a professional school of medicine, dentistry, optometry, pharmacy or veterinary medicine should develop a program of study at Oglethorpe in consultation with a faculty member who is a designated pre-medical advisor. It is desirable for pre-medical students to have a pre-medical advisor from the outset of the planning of their undergraduate program. It is essential that the students establish contact with a pre-medical advisor by the second semester of their freshman year.

Admission to professional schools of health science require successful completion of a specified sequence of courses in the natural sciences, humanities and social sciences, submission of acceptable scores on appropriate standardized tests as well as other requirements that are specific for particular schools. The Scientific Foundations for Future Physicians (SFFP) Committee, a partnership between the Association of American Medical Colleges and the Howard Hughes Medical Institute, notes in their 2009 report "The competencies for premedical education need to be broad and compatible with a strong liberal arts education." The SFFP Committee defines the overarching competency at the time of entry into medical school as: "(The applicant must) demonstrate both knowledge of and ability to use basic principles of mathematics and statistics, physics, chemistry, biochemistry, and biology needed for the application of the sciences to human health and disease." Thus, students should familiarize themselves with the particular admission

requirements for the type of professional school they plan to enter prior to deciding on the course of study to be pursued at Oglethorpe. An excellent starting point for this preliminary study is the website [www.explorehealthcareers.com](http://www.explorehealthcareers.com).

Some schools of medicine, dentistry and veterinary medicine will admit highly qualified applicants who have completed all admission requirements for the professional school during three years of study at an undergraduate institution. (Four years of undergraduate work and a bachelor's degree are standard requirements; admission after three years is highly atypical and is not available at all schools.) It is possible for students to enter an allopathic, osteopathic or podiatric medical school, dental school or veterinary school (no other health profession schools are eligible) after three years of study at Oglethorpe, and to complete their bachelor's degree under the Professional Option. By specific arrangement between the professional school and Oglethorpe University and in accordance with regulations of both institutions, after successful completion of all academic requirements of the first year in the professional school, the student receives a degree from Oglethorpe University when certified to be in good standing at the professional school. Students interested in this possibility should consult with their advisors to make certain that all conditions are met; simultaneous enrollment in several science courses each semester during the three years at Oglethorpe likely will be required to meet minimum expectations for taking professional school admission tests and to meet admission requirements for the professional school. All Oglethorpe Core courses must be completed before the student enrolls in the professional school.

An important note for international students: It is extremely difficult and very unlikely for international applicants who are not citizens or permanent residents of the United States to gain admission to American medical schools. State-supported medical schools rarely consider international applicants; private medical schools that accept international applicants generally require them to place in escrow the equivalent of one to four years tuition and fees (U.S. \$50,000 to \$300,000). There are very few scholarships available to support any students at American medical schools; in order to qualify for loans that are sponsored by the United States government, the applicant must be a citizen or permanent resident. International students who plan to become medical doctors by completing their education at an American medical school should consider these issues very carefully before enrolling in an undergraduate pre-medical program in the United States. ([Back to ToC](#))

#### **5.7.3.4. Studies in Preparation for a Career in Scientific Illustration**

The scientific illustration track with biological science emphasis and the scientific illustration track with physical science emphasis are two interdisciplinary programs which enable a student to combine a studio art major with specific science courses. These combinations fulfill admission requirements for graduate school programs in medical and scientific illustration. Interested students should consult a full-time member of the Studio Art faculty as soon as practicable after entering Oglethorpe. ([Back to ToC](#))

#### **5.7.4. Advising for MAT Students**

Graduate advising is coordinated through the faculty teaching in the Master of Arts in Teaching in Early Childhood Education Program (Grades P-5). ([Back to ToC](#))

## 5.8. Ways of Obtaining Limited Undergraduate Academic Credit Without Taking Classes at Oglethorpe

This section describes ways an undergraduate (TU or EDP) student may receive limited academic credit without actually taking courses at Oglethorpe. Unless specified otherwise, each of the following applies equally to both TU and EDP students. Graduate students enrolled in the MAT program are permitted neither transient nor transfer credits toward degree requirements (see also [Sec. 3.6.1.5.](#)), although special rules apply for state-mandated co-requisites (see [Sec. 3.6.1.2.](#) and [Sec. 8.13.](#)).

TU students can generally not get more than a total of 64 semester hours of academic credit based on a combination of all of the following means. EDP students generally cannot get more than a total of 60 semester hours of academic credit based on a combination of all of the following means. ([Back to ToC](#))

### 5.8.1. Credit by Examination

There are three testing programs through which students may earn credit for required or elective courses. Any student who has questions about these examinations should consult the registrar.

- Any and all such tests must be completed before the first semester that the student enrolls at Oglethorpe. No credit will be awarded for any such test taken after the student first enrolls at Oglethorpe. The student should arrange for test scores to be forwarded to Oglethorpe prior to the student's first semester at the University in order for a proper and timely evaluation to be performed.
- No test result older than six years will be considered.
- For a TU student, no more than 32 semester hours of credit will be accepted from a combination of the programs described below. For an EDP student, no more than 30 semester hours of credit will be accepted from a combination of the programs described below. ([Back to ToC](#))

#### 5.8.1.1. College Level Examination Program (CLEP)

Oglethorpe awards credit for CLEP to students who achieve a minimum score of 50 on a Subject Examination. Please contact the Oglethorpe registrar to learn which CLEP examinations are granted credit. ([Back to ToC](#))

#### 5.8.1.2. Advanced Placement (AP) Program

The University encourages students who have completed Advanced Placement (AP) examinations of the College Entrance Examination Board to submit their scores prior to enrollment for evaluation for college credit. Please contact the office of admission or the office of the registrar for the procedures to be followed to receive credit for AP exams. Academic credit (and possibly course exemptions) will be given in appropriate areas to students presenting AP grades of 3, 4 or 5; neither credit nor course exemption will be given for a grade of 1 or 2. Specific policies vary according to program (TU or EDP) and discipline. The most up-to-date information is available from the registrar. ([Back to ToC](#))

#### 5.8.1.3. International Baccalaureate (IB) Program

With the goal of developing citizens of the world, Oglethorpe University recognizes and appreciates the intellectual rigors of the International Baccalaureate (IB) program, its interdisciplinary nature, global perspective and commitment to service. The alignment between courses like Theory of Knowledge and Oglethorpe's Core curriculum leads to a student making a seamless integration into academic life at Oglethorpe. Because of this, four-year renewable IB



scholarships (see [Sec. 4.5.1.5.](#)) as well as advanced standing are awarded upon enrollment at Oglethorpe for those earning an IB diploma.

Hours will initially be awarded as general elective credits based upon the total IB score (see General Elective Chart, below), with a score of 30 or higher earning sophomore standing (32 semester hours for TU students, 30 semester hours for EDP students). Credit for specific courses is possible by achieving scores of 5, 6 or 7 on appropriate high level disciplinary exams. All, or a portion, of general elective credits may be re-allocated for specific course credit based upon the particular discipline involved; credit for Core classes requires approval of the Core director. Consult the registrar for the most up-to-date IB information. Should the amount of specific semester hours earned surpass the amount of general elective credits, the student will receive the greater amount, not to exceed an aggregate total of semester hours of credit delineated in 5.8.1. above.

Students seeking to graduate in three years may register for COR 401 or COR 402 after earning rising senior standing (81 credit hours), or with the approval of the Core director. ([Back to ToC](#))

#### General Elective Chart

IB Score	Semester Hours Awarded
30+	32 (TU) or 30 (EDP) (sophomore standing and privileges)
29	28 (TU) or 27 (EDP)
28	24 (TU and EDP)
27	20 (TU) or 21 (EDP)
26	16 (TU) or 18 (EDP)
25	12 (TU) or 15 (EDP)
24	8 (TU) or 12 (EDP)

#### 5.8.2. Credits from Joint Enrollment

A joint enrolled student is one who has earned some academic credits at a college or university prior to earning a secondary school diploma. Transfer of those credits to Oglethorpe is governed by the same policy outlined below in [Sec. 5.8.3.](#) ([Back to ToC](#))

#### 5.8.3. Credit by Transfer

Oglethorpe University accepts for transfer credit from courses that are comparable to courses offered at Oglethorpe and that are applicable to one of Oglethorpe's degree programs. Acceptable work must be reflected on an official transcript and must be completed with a grade of "C-" or better. Transfer credits are most frequently earned at a regionally accredited college or university (other than Oglethorpe) after the student has completed secondary school or the GED but prior to the student's first enrollment at Oglethorpe. Oglethorpe does not accept a grade of "D+" or lower as transfer credit. Oglethorpe accepts a maximum of 64 semester hours of credit in transfer. All transfer work will be evaluated by the registrar's office in consultation with faculty members of the appropriate divisions in order to determine Oglethorpe departmental course equivalencies in those instances for which curricular equivalencies have not been established or are not clear. The registrar will also determine whether these credits are counted as general electives or if they satisfy particular requirements related to majors, minors and/or

general education. Transfer credits under an extant articulation agreement are subject to separate regulations; see below.

Besides credits developed from earlier work at other, regionally accredited post-secondary institutions, it is possible, at the discretion of the registrar (and normally in consultation with appropriate faculty members), that some credits deriving from the following programs will also transfer to Oglethorpe:

#### **5.8.3.1. Nationally Accredited Post-Secondary Institutions**

Credits earned at post-secondary institutions accredited by national crediting bodies (e.g., Association of Independent Schools and Colleges, American Association of Bible Colleges, etc.) may be accepted. Student transcripts are evaluated on an individual basis. Actual catalog course descriptions and relevant course syllabi must be provided by the student. Oglethorpe's registrar determines transfer credit.

#### **5.8.3.2. Courses recognized by the American Council on Education (ACE)**

Courses recognized by ACE may be accepted by the registrar. Programs not recognized by ACE are not accepted. Included among ACE-recognized courses are those appearing on the AARTS (Army/American Council on Education Registry Transcript System). A maximum 30 semester hours is accepted. ([Back to ToC](#))

#### **5.8.4. Credits Through Transfer Under an Articulation Agreement**

Oglethorpe has articulation agreements with seven regional partners; see [Sec. 3.2.3](#). The amount and type of credit transferred to Oglethorpe based on work completed at one of those seven partner schools is governed by the formal agreement that exists between Oglethorpe and the partner institution. Consult the office of the registrar at Oglethorpe or at the partner institution for details. ([Back to ToC](#))

#### **5.8.5. Credits Through ARCHE Cross Registration**

Oglethorpe is one of 20 colleges and universities with membership in ARCHE (see [Sec. 9.2.](#)). Through the consortium, full-time Oglethorpe students may enroll on a space-available basis in courses at any other member institution. The student need not be admitted to the other institution and completes all procedures, including payment of tuition, at Oglethorpe. To meet ARCHE institutional deadlines for fall, spring and summer semesters, students should complete forms for cross registration during Oglethorpe's designated registration week for these semesters.

Courses taken at consortium institutions on a cross-registration basis will count as Oglethorpe courses for residence requirements. While grades earned through cross registration are not tabulated in grade-point averages, courses with grades of "C-" or higher count toward graduation requirements. Interested students should consult the registrar for program details. See also [www.atlantahighered.org/](http://www.atlantahighered.org/). ([Back to ToC](#))

#### **5.8.6. Credits Earned as a Transient Student**

For purposes of this section, a transient student is defined as a degree-seeking Oglethorpe student who petitions to take one or more courses at another regionally-accredited college or university. That is to say, such students are transient at the other college or university even though they are currently degree-seeking students at Oglethorpe. ([Back to ToC](#))

### 5.8.6.1. Transient Student Policy

#### For TU Students:

Oglethorpe students may apply for transient student status, which will allow them to earn a cumulative maximum of 16 hours of credit for classes taken at other accredited institutions. The combined total of transfer and transient credit hours cannot exceed 64 semester hours. Students must be in academic and financial good standing with Oglethorpe University. Transient approval will not be granted to take a course at metro-Atlanta area colleges when the course is readily available at Oglethorpe as determined by student's academic advisor and the chair of the relevant division. Courses in which an unsatisfactory grade ("D+", "D", "F", "FA" or "WF") was received at Oglethorpe may not be retaken at another institution without the explicit approval of the student's advisor, the chair of the relevant division and the associate provost. Students are permitted to take courses as transients only when the coursework is scheduled to be completed within the confines of a normal academic semester or quarter. Self-paced courses and courses which potentially span multiple terms are prohibited.

Transient student application forms are available in the registrar's office. The pre-approval of the student's advisor and the chair of the relevant division are both required. If the course is interdisciplinary in nature, the pre-approval of more than one division chair may be necessitated. If the course cannot easily be assigned to one of Oglethorpe's divisions, the pre-approval of the associate provost is required in place of that of the chair. When feasible, division chairs are required to consult with full-time faculty who teach in the discipline in question before granting approval. Failure on the part of the student to obtain the required pre-approvals will result in the denial of credit.

The completed transient student application form must be filed with the registrar no later than the close of business on the last day of the relevant Oglethorpe drop/add period in order for the course to count as part of the hours attempted for the semester in question.

If a student anticipates using financial aid to help offset the cost of a course taken elsewhere as a transient student, the student must also file a financial aid consortium agreement with the office of financial aid no later than the close of business on the last day of the drop/add period of the semester in question. Failure to file the financial aid consortium agreement as required will mean that financial aid administered through Oglethorpe University will not be allocated to help offset the cost of the coursework taken as a transient student.

From the date the student submits a transient student application to the registrar, he/she has five business days to actually register for the class at the institution listed on the application and to return to the registrar's office an enrollment verification voucher. Alternatively, the registrar of the host institution may verify enrollment by contacting Oglethorpe's registrar directly within the timeframe mandated. If enrollment verification is not established by one of the two means allowed and within the designated timeframe, the transient student application will be denied.

For courses wherein an Oglethorpe student is registered as a transient student during Oglethorpe's fall, spring or summer terms, the student has until the following February 1, July 1 or October 1, respectively, to present to the registrar an official transcript from the host

institution demonstrating the final grade for the course. Prior to the deadlines given above, the course will show the grade “NG” (No Grade yet assigned) on the Oglethorpe transcript. After the above deadlines the course will show the grade “F” on the Oglethorpe transcript if the student has failed to submit the required official transcript.

#### For EDP Students

EDP students may apply for transient student status, which will allow them to earn a cumulative maximum of 15 hours of credit for classes taken at another accredited institution. The combined total of transfer and transient credit hours cannot exceed 60 semester hours. All other provisions of the TU version of this policy are in force. ([Back to ToC](#))

### **5.8.7. Unified Statements Limiting the Amount of Academic Credit Deriving from Non-Oglethorpe Work**

Please consult [Sec. 7.4.](#) as well as the previous entries in [Sec. 5.8.](#) Students should actively and frequently confer with their academic advisor and/or the registrar to make sure their projected academic plans conform to the following requirements. Students should also be especially mindful of [Sec. 1.2.](#) of this *Bulletin*. ([Back to ToC](#))

#### **5.8.7.1. For TU Students**

1. 128 semester hours are required for graduation with either a B.A. or B.S. degree.
2. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as courses taken in residence at Oglethorpe.
3. Residency requirement: A minimum of 64 semester hours must be completed in residence at Oglethorpe to earn an Oglethorpe degree, with 52 of the last 64 hours earned in residence.
4. At least half of the hours required for each major must be taken in residence at Oglethorpe.
5. A cumulative maximum of 16 semester hours can be earned by an Oglethorpe degree-seeking student taking courses as a transient elsewhere.
6. A maximum of 64 semester hours can be earned through credit by examination, credits transferred (including via articulation agreements or as a result of joint enrollment), and credits earned as a transient elsewhere. ([Back to ToC](#))

#### **5.8.7.2. For EDP Students**

1. 120 semester hours are required for graduation with either a B.A.L.S. or B.B.A. degree.
2. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as courses taken in residence at Oglethorpe.
3. Residency requirement: A minimum of 60 semester hours must be completed in residence at Oglethorpe to earn an Oglethorpe degree, with 51 of the last 60 hours earned in residence.
4. At least half of the hours required for each major must be taken in residence at Oglethorpe.
5. A cumulative maximum of 15 semester hours can be earned by an Oglethorpe degree-seeking student taking courses as a transient elsewhere.

6. A maximum of 60 semester hours can be earned through credit by examination, credits transferred (including via articulation agreements or as a result of joint enrollment), and credits earned as a transient elsewhere. ([Back to ToC](#))

## 5.9. Registration

The registrar's office is in the basement of Lupton Hall. E-mail inquiries may be sent to [Registrar@oglethorpe.edu](mailto:Registrar@oglethorpe.edu) and phone calls may be directed to (404) 364-8316.

A student's first registration at Oglethorpe is covered in [Sec. 5.3](#). Thereafter, the policies in this section should be employed. ([Back to ToC](#))

### 5.9.1. Dates for Registration

Registration for the spring semester is held the previous November. Registration for both summer and fall semesters is held the preceding April. The exact dates for the November and April registration periods are widely publicized, including on [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar), in electronic newsletters sent to students, on Oasis, near the beginning of the printed course schedule for a given semester, and in various other places about campus. ([Back to ToC](#))

### 5.9.2. Student Obligations Prior to Registration

In advance of registration each student should schedule an appointment with his/her primary academic advisor of record to plan the student's courses for the upcoming semester(s). Students who have a secondary advisor should only consult the secondary advisor if the primary advisor is unavailable due to a protracted absence (as in the case of a sabbatical leave, for instance). Students can verify the identity of their primary (and, if applicable, secondary) advisor of record on Oasis (under "My Profile"). Following this planning meeting, the primary academic advisor (or the secondary advisor, if applicable) of record should clear the student for online registration. ([Back to ToC](#))

### 5.9.3. Registration Week

Following the planning meeting with the academic advisor, registration becomes a student-driven activity. Students are responsible for registering for the courses that were agreed upon during the conference with the student's academic advisor. If the student decides to change his/her schedule from that which was agreed upon, the student will bear the entire responsibility for any unintended or unforeseen consequences, including but not limited to delayed graduation and denial of (or reduction in) financial aid. Students are responsible for knowing and following the policies, policies and requirements in this *Bulletin*.

To register, a student logs on to his/her Oasis account. The student may then either select "Search for Sections" or use a hardcopy of the relevant course schedule to locate appropriate sections of courses for which to register. Registration is accomplished by selecting the "Register for Sections" link on Oasis. Alternatively, the student may obtain a hardcopy of a registration form (available from the office of the registrar), fill it out, get the signature of his/her primary advisor, and then submit the hardcopy registration form to the office of the registrar.

Registration is by seniority. On the first day of registration, seniors (in the fall) or rising seniors (in the spring) may register; on the second day of registration, juniors (in the fall) or rising juniors (in the spring) may register. On the third day, sophomores (in the fall) or rising sophomores (in the spring) may

register. On the fourth day, freshmen may register. On the fifth day of registration, anyone who has not yet registered may do so. Students who have applied for, and been accepted in, the honors program are given priority registration and are permitted to register on the first day of registration. On the other hand, those who are delinquent in satisfying the Petrel Points requirement (including honors students) are sent to the end of the registration queue; such students can register only on the fourth or fifth day of registration (depending on the amount of time the student has been out of compliance with the Petrel Points requirement).

Whether a student registers online via Oasis or in person using a hardcopy of the registration form, no registration will be permitted until (or after) the day on which the student becomes eligible in light of the seniority system described above. ([Back to ToC](#))

#### **5.9.3.1. Cross Registering for ARCHE Courses**

Oglethorpe is a member of the Atlanta Regional Council for Higher Education (ARCHE). Through ARCHE students may cross register for courses at any other member institutions; see [Sec. 9.2.](#) for details. The student need not be admitted to the other institution, and the student completes all procedures, including payment of tuition, at the student's home institution (Oglethorpe). However, special fees (lab fees, parking fees and security deposits, for example) must be paid to the host institution. Students must abide by all host institutions' policies and schedules regarding grades, exam dates, absences, and drop/add/withdrawal deadlines. To withdraw from a course, both Oglethorpe and the host institution's withdrawal procedures must be followed. While grades earned through cross registration are not tabulated in Oglethorpe grade-point averages, courses with grades of "C-" or higher count toward graduation requirements.

Because of institutional deadlines, students should complete forms for cross registration during Oglethorpe's registration week. The appropriate form is available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). Interested students should consult the office of the registrar for program details. Also, more information is available at [www.atlantahighered.org/](http://www.atlantahighered.org/). ([Back to ToC](#))

#### **5.9.3.2. Impediments to Registration, and Actions to be Taken**

Two situations can occur, each of which will temporarily or possibly even permanently prevent a student from registering.

In the first case, the student is attempting to register online using Oasis. The student's registration is denied because his/her advisor of record has not cleared the student for online registration. To remedy this problem, the student should schedule a meeting with his/her primary advisor, as indicated in [Sec. 5.9.2.](#) After mapping out a plan of courses the student should take for the coming semester(s) the advisor will clear the student for online registration. After that, the student should be able to register online via Oasis.

If the student has already met with his/her advisor, as described in [Sec. 5.9.2.](#), then it may be that the advisor simply forgot to clear the student for online registration. In that case, the advisor should be reminded to follow through on clearing the student for online registration at the earliest opportunity. Thereafter, the student should be able to register online.

A much more serious situation occurs if registration (either online or in person at the office of the registrar) is denied because there is a hold (and possibly more than one hold) on the student's

account. A “hold” is an administrative action which indicates that a problem exists with the student’s account. Until all such holds are resolved no registration is permitted. There are 22 such holds. Some of the more frequently encountered ones include:

- BUS: business office hold, likely deriving from unpaid bills.
- CSP: campus safety parking hold, probably due to an unpaid parking fine.
- DEM: demographic hold, due to incorrect or incomplete personal demographic information.
- HEA: health services hold, possibly due to incomplete, absent or out-of-date immunization records.
- INT: international student hold, perhaps due to incomplete documentation.
- LIB: library hold, probably due to overdue books or unpaid fees for same.
- PPT: Petrel Points hold for those who are one year or less behind in fulfilling their obligation.
- PPTX: Petrel Points hold for those more than one year behind in fulfilling their obligation.

There are a number of additional holds, also. Until all holds on a student’s account are suitably addressed and resolved the student will not be able to register, either online or in person. Students with holds should consult the office or unit from which the hold emanates (business office, library, etc.) to work out an arrangement for resolving the situation which has led to the hold. If a student is unsure as to whom they should speak regarding a particular hold, the office of the registrar will be able to direct the student appropriately. ([Back to ToC](#))

#### **5.9.4. Late Registration**

If a student registers for classes (either online or in person) after registration week, the registration is late. Students are warned that some classes may be closed for late registrants. Late registration ends at the close of business on the last day of the drop/add period of the semester in question. After that point, no further registration is possible. ([Back to ToC](#))

### **5.10. Academic Load**

#### **5.10.1. Full-time Academic Load (Fall and Spring Semesters)**

To be certified as full-time students, individuals must carry a minimum of 12 semester hours during a fall or spring semester. However, a course load of 32 semester hours per academic year (TU) or 30 semester hours per academic year (EDP) is required in order to complete an undergraduate degree program in four years, assuming one does not take classes during the summer semester.

MAT students who are full-time will usually take 12 semester hours for three regular (fall and spring) semesters, followed by a 12 semester hour capstone experience in their fourth regular semester. Following this plan will permit the student to graduate after four regular semesters.

A student who is enrolled in less than a full-time course of study may be in jeopardy of the following:

- Losing insurance coverage under his or her parent/guardian's insurance policy;
- Being placed on a loan repayment schedule by a lender or guarantor if the student is the recipient of federal financial aid; and/or
- Losing a scholarship if the guidelines for receiving the scholarship require full-time enrollment.

([Back to ToC](#))

### **5.10.2. Half-time Academic Load (Fall and Spring Semesters)**

Half-time enrollment is 6 to 11 hours during a fall or spring semester. ([Back to ToC](#))

### **5.10.3. Overload (All Semesters)**

Students are normally permitted to register only for as many as 19 semester hours each semester. A student whose academic load exceeds 19 attempted semester hours must obtain overload permission. Such overloads may be allowed for students with junior standing and a minimum grade-point average of 3.5. If the overload is due to internship hours, a 3.0 grade-point average is required. A request form may be obtained from the registrar's office and requires signed approval by the student's advisor and the associate provost. All students will be charged additional amounts for attempting more than 19 hours in a given semester. ([Back to ToC](#))

### **5.10.4. Academic Loads during the Summer Semester**

Oglethorpe's summer semester most frequently is split up into two consecutive terms, although other configurations are sometimes encountered. During the summer a student will be permitted to take no more than eight hours in any term (nine hours if one of the courses is a five-hour laboratory science course). Thus, a student will be limited to a maximum academic load of two 4-hour courses or to a load of one 4-hour course and one 5-hour course (including the accompanying laboratory) in a summer term. Students are cautioned that these maximum limits represent course loads that are very fast-paced compared to those offered during the regular academic year. ([Back to ToC](#))

### **5.10.5. Special Rules for International Students**

International students in the student visa status of F and J are required to carry a full-time course load as defined by the Department of Homeland Security (currently 12 hours per semester for undergraduate students). An international student who is enrolled on a student visa may be in jeopardy of being out of compliance with the Department of Homeland Security if enrolled in less than a full-time course of study. Additionally, F and J international students enrolling for the first time in summer school must carry 6 semester hours to be considered full-time for immigration purposes. ([Back to ToC](#))

## **5.11. Prerequisites, Co-Requisites and Program Requirements**

The terms "prerequisite" and "co-requisite" are defined in [Sec. 1.1.15](#). Prior to registering for any course, a student should read the description of the course in [Sec. 12](#) of this *Bulletin*. If the course has any prerequisites and/or co-requisites, these will be listed in the course description. Frequently programs demand not just prior completion of a prerequisite course but also the attainment of a minimal acceptable grade in the course (a "C-" or better, for instance). Faculty in some academic programs have also added special restrictions. For instance, some programs insist that no course taken in completion of a particular minor can be counted toward any other minor. Programmatic restrictions like these are to be found in [Sec. 8](#) of this *Bulletin*. It is the student's responsibility to understand any special programmatic requirements or restrictions and the impact those might have on the courses for which the student has opted to register.

It is the student's responsibility to make certain he/she will have satisfied all prerequisites and co-requisites by the start of the semester in which the course in question is to be taken. If all prerequisites and co-requisites have not been satisfied by that time, the registrar will forcibly drop the student from the class, and both the student and his/her advisor will be so notified so that an alternative schedule can be developed prior to the end of the drop/add period. Note that if a student is forcibly dropped from a course and does not take



immediate action, the student may lose full-time status, which can induce a number of ancillary problems (see [Sec. 5.10.1.](#)).

Please consult [Sec. 5.4.](#) for information on placement testing in certain disciplines as an important means for addressing prerequisite, co-requisite and related program requirements. ([Back to ToC](#))

## 5.12. Auditing Courses

Regularly admitted Oglethorpe students may register for courses on an “audit” basis. A student who audits a course may attend the course for enrichment, but is not required to take course examinations or complete other course requirements. In order to audit a course, a student must request an audit form from the office of the registrar and submit it to the instructor of the course he/she intends to audit. If the class is not closed, the instructor may accept the student as an audit, and the signed form is returned by the student to the office of the registrar. The grade awarded for a class taken on an audit basis is “AU” and no credits or quality points are earned. Students may register to take courses on an audit basis only during the drop/add period of the relevant semester. Fees for auditing classes are available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: business office). ([Back to ToC](#))

## 5.13. Satisfactory/Unsatisfactory Option

After a TU student earns 32 semester hours at Oglethorpe, or after an EDP students earns 30 semester hours at Oglethorpe, the student may register to take a lifetime maximum of two courses (in addition to internships) on a satisfactory/unsatisfactory basis. These courses cannot be taken in the same semester and cannot be used to satisfy general education requirements (see [Sec. 6.](#)) or requirements for the student’s major or minor. The student must be in academic good standing (see [Sec. 5.23.](#)) and must register for the satisfactory/unsatisfactory designation by the close of business on the last day of the drop/add period, after which the satisfactory/unsatisfactory designation cannot be changed. Satisfactory is defined as a grade of “C-” or better. ([Back to ToC](#))

## 5.14. Course Repetition Policy

Courses may be repeated only if an unsatisfactory grade (“U,” “D+,” “D,” “F,” “FA” or “WF”) was received in the course. When a course is repeated:

- Each term grade-point average (GPA) is computed without regard to the fact that the course is a repeated one, and
- The cumulative GPA is computed without regard to the fact that the course is a repeated one. Please see [Sec. 5.21.3.](#) for further details.
- However, the student earns academic credit for the course only the first time he/she completes it with a non-failing grade (a grade other than “U,” “F,” “FA” or “WF”). ([Back to ToC](#))

## 5.15. Independent Study Policy

### For TU Students

An independent study requires submission of an application which contains a proposed, detailed outline of study, including a list of objectives, a schedule of meetings and assignments, a list of works which will be read and/or a description of projects which will be undertaken, proof that the required materials (including books) are on hand or have been ordered, and a specification of the means by which the student’s performance will be assessed. An application form may be obtained from the registrar’s office or from

O:/public/forms. The application (including an unofficial copy of the student's transcript as well as additional supporting documentation) must be approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed and approved application must be submitted to the registrar's office no later than the close of business on the final day of the drop/add period of the semester of study. First-semester sophomore standing (at least 32 semester hours earned) and a cumulative grade-point average of 2.0 or better are required. A student may take no more than 8 semester hours of independent studies at Oglethorpe and no request should duplicate a course that exists in the curriculum.

Once an independent study is approved, the name of both the student and the instructor, as well as a description of the project, may appear on the Oglethorpe University website and in other official publications and announcements, so that the broader community can see the type and scope of investigations which are currently being carried out by our students and their faculty mentors.

At the end of the semester during which the independent study is undertaken the student must file a report which explains whether and to what extent each objective set forth in the original application was met. If some portions of the original proposal proved untenable the final report should detail how the independent study was modified to accommodate the unexpected problems which arose. The report must also address the details of the actual implementation of the independent study, being sure to discuss the usefulness and importance of the readings and/or other projects. The instructor must, by adding his/her signature, endorse the substance and the accuracy of the report, which is then submitted to the provost or associate provost. All such reports are to be kept on file in the office of the provost or in the office of his/her designee. The student will automatically be assigned the grade of "I" (Incomplete) for the independent study if the endorsed report has not been filed by the close of business on last day of final exams during the semester of study or if the endorsed report is judged by the provost or associate provost to be inadequate. It will be the duty of the provost or associate provost both to inform the registrar to assign the "I" grade and also to inform the student and the instructor of the action taken. The "I" grade will persist until an acceptable endorsed report is submitted.

Only full-time faculty may supervise an independent study. Others may do so by invitation of the provost. Directing two or more unrelated independent studies in any given semester requires pre-approval by the provost.

#### For EDP Students

All features are the same as the TU policy, except that the student must have earned 30 (rather than 32) semester hours before applying for an independent study.

#### For MAT Students

Independent studies are not a part of Oglethorpe's graduate-level curriculum. ([Back to ToC](#))

### **5.16. Foreign Language Requirement for Students Seeking the Bachelor of Arts Degree**

Undergraduate students pursuing a Bachelor of Arts (B.A.) degree will be required to take at least one semester of a foreign language at the second-semester elementary level (i.e.: the 102 level) or higher. Students with prior experience in a foreign language must not place themselves in language courses. Instead, they must take the online language placement exam (see [Sec. 5.4.4.](#)).

Certain OUSA trips, sponsored by the division of foreign languages and having a specific language focus, may meet the above requirement to at least the 102 level of the language of interest. Prior review of the OUSA trip by the chair and the teaching faculty of the division of foreign languages is required. Students participating in such travel courses must be placed in the 102 course level (or higher) by the aforementioned language placement exam.

Students who graduated from a secondary school where the language of instruction was not English have automatically satisfied the foreign language requirement.

Students pursuing the B.A. in engineering—dual degree, and all undergraduate students intent on earning any degree other than the B.A., are exempt from the foreign language requirement. ([Back to ToC](#))

## **5.17. Modification of Schedules Subsequent to Registration**

Modification of a student's course schedule for a particular term has the potential to adversely affect the student's full-time status, financial aid eligibility, ability to graduate in a timely manner, and in other ways. Schedule modification should only be undertaken after consultation with a student's primary advisor of record. Nevertheless, schedule modification is a student-driven operation. Students are reminded that they are responsible for knowing and following the policies, procedures and requirements in this *Bulletin* (see [Sec. 1.2.](#)). ([Back to ToC](#))

### **5.17.1. Dropping and Adding Courses**

Once a student registers for courses for a given semester, he/she can modify his/her class schedule through the end of the drop/add period. The final day of the drop/add period is clearly marked on the course schedule for the semester and other places, including on [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).

A course which is "dropped" is removed from the student's schedule. The deletion is permanent. The student's record will not reflect in any fashion that the student was ever enrolled in a course which is dropped. Further, the dropped course has no impact on the student's grade-point average or the semester hours attempted for the semester in question. There is no charge for a course which is dropped.

Dropping a course (without simultaneously adding one) has the potential for turning a full-time student into a part-time one; this can impact both the student's financial obligations and financial aid situation.

A course which is "added" is, from that point forward, appended to the list of all other courses for which the student has registered for the semester in question. Courses which are added (and not subsequently dropped) will (like all courses for which the student registers) show up on the student's transcript from that point forward, ultimately with some sort of grade attached.

Adding a course (without simultaneously dropping one) has the potential of creating an overload situation (see [Sec. 5.10.3.](#)), for which approval is required and for which there will be an additional charge.

The procedure for dropping and/or adding courses is very similar to the process of registration. Students who have been cleared for online registration should log on to Oasis and then select "Register and Drop Sections." Students who have not been cleared for online registration (including all students who are entering Oglethorpe for the first time) should obtain and then fill out a drop/add form, which is available

from the office of the registrar and from [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). The completed form must be submitted to the office of the registrar by the close of business on the last day of the drop/add period. ([Back to ToC](#))

#### **5.17.2. Cancelled Courses**

Occasionally courses may have to be canceled. While every effort is made to do this prior to the start of the semester, it sometimes happens that courses are cancelled after classes have begun. Any class cancellations are guaranteed to occur near the outset of the semester, so that there is ample opportunity for a student (in consultation with his/her primary advisor of record) to use the remainder of the drop/add period to make appropriate adjustments to the student's schedule for the given semester. ([Back to ToC](#))

#### **5.17.3. Withdrawal Period**

For purposes of this policy, the duration of any term is defined to be the number of days between the first day of classes and the last day of classes, excluding any reading (or "dead") day and dedicated final examination days. The "withdrawal period" of the term in question is defined as the first 60 percent of the duration of that term. ([Back to ToC](#))

#### **5.17.4. Withdrawal from a Single Course**

Once the drop/add period concludes, no additional courses can be added to a student's schedule. The only way to eliminate a single course is to withdraw from it. Unlike a dropped course, a course from which the student withdraws will appear on the student's permanent transcript, accompanied by the grade of "W" (withdrew). Withdrawal from a course during a regular (fall or spring) semester necessarily means the student remains registered for one or more other courses during the term in question.

Withdrawal from a course is a student-driven choice although, as always, students are cautioned that eliminating courses from their schedule can have serious adverse effects on their full-time status, on financial aid awards, on athletic eligibility, and on other factors as well. Students are urged to consult with their primary academic advisor before withdrawing from courses.

From the conclusion of the drop/add period through the withdrawal period of the term (see [Sec. 5.17.3.](#)), students wishing to withdraw from a course must obtain a course withdrawal form from the office of the registrar. Copies are also available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). The student must fill out and sign the form. The signatures of the student's advisor, the instructor for the course, the financial aid office and the registrar are all required; in certain cases, other signatures may also be needed. The completed and signed form must be returned to the office of the registrar by close of business on the final day of the withdrawal period of the term. In this case, the student will receive the grade of "W" for the course. The "W" grade does not adversely affect the student's grade-point average. No credit is given for the course.

Students who simply stop coming to a class without having executed the proper course withdrawal form within the mandated timeframe have not withdrawn from the course. All such students will be assigned a letter grade ("A" through "F") for the course at its conclusion, and will not in any case be eligible to receive the grade of "W."

There is no reduction in tuition or fees associated with withdrawing from a single course.

Course withdrawal forms received after the conclusion of the withdrawal period will neither be accepted nor processed. Students may not withdraw from a single course after the conclusion of the withdrawal period. ([Back to ToC](#))

## **5.18. Class Attendance**

Students are responsible for utilizing the resources (including instructional resources) of the University in a way that maximizes the educational benefits they can derive. Regular attendance at class sessions, laboratories, examinations and official University convocations is an obligation which all students are expected to fulfill. All instructors will make a clear statement in each course syllabus describing their policies for handling absences. Students are obligated to adhere to the requirements of each course and of each instructor. ([Back to ToC](#))

### **5.18.1. Class Attendance by Veterans**

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a veteran student discontinues attendance for any reason. It is the responsibility of the registrar to inform instructors of the veteran status of students in the instructors' classes. Instructors must then report to the office of the registrar the absence of a veteran student as soon as it is known that the veteran student will not be returning to class. Generally, this should be reported after one week of absences and no later than two weeks of non-attendance by a veteran student. ([Back to ToC](#))

## **5.19. Ends of Terms and Final Examinations**

### **5.19.1. For Fall and Spring Semesters**

No examination of any type may be given on the final day a class is scheduled to meet.

For TU and MAT students there is a reading day (also called "dead day") between the last scheduled day of classes and the first day of final exams. Dead day cannot be used for testing purposes, except that instructors and students can mutually agree to use part of the day for students to take make-up tests if, for example, such students recently missed an examination because of an excused absence. Instructors cannot require work be submitted on dead day. Instructors may not hold an "extra" class on dead day, nor can they hold any sort of mandatory meeting of their students. It is permitted, however, for instructors to hold voluntary review sessions on dead day.

For all students (TU, EDP, MAT), final examinations, up to three hours in length, are given in courses at the end of each semester. The final examination schedule is compiled in the office of the registrar and is printed in each semester's course schedule and is also available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).

The three hours allotted for the final exam in every course counts toward the class meeting time. Therefore, if an instructor opts to not give a final exam, the instructor will still meet with his/her class for the 3 hour period which otherwise would be devoted to the final exam.

Instructors are not permitted to alter the final exam schedule. If a final exam is to be offered for a given section of a particular course, it must be offered only on the day and at the time specified on the final exam schedule. However, see the exception for individual students in the next paragraph.

If a student feels that he/she has an intolerable or unfair final exam schedule (such as might happen when the student has three or more final exams scheduled on a given day), he/she may appeal to

his/her instructors in the hopes that one of them would be willing to make special accommodations which would allow the student to take one of the final exams either a day (or more) early or a day (or more) late. Such an act is voluntary on the part of instructors. Such an act is also only in response to unusual circumstances which exist for individual students. Instructors cannot move final exam dates and times for course sections, only for individual students experiencing extraordinary circumstances. Instructors should inform their division chair if they arrange for any accommodations as described in this paragraph.

Instructors are required to grade all final exams they administer. They may not use others to help in the process. ([Back to ToC](#))

### 5.19.2. For Summer Terms

The final exam (if there is to be one) is administered on the last day of class. There is no dead day during summer terms. Most other procedures and regulations delineated in [Sec. 5.19.1](#) continue to apply to summer terms. ([Back to ToC](#))

## 5.20. Undergraduate Student Classifications and Options for Majors, Minors and Degrees

### 5.20.1. Class Standing

Undergraduate students have a class standing that is based on the undergraduate program (TU or EDP) in which the student is enrolled, as well as the cumulative semester hours earned at the moment in question. The classifications are:

Class Standing	Semester Hours Already Earned (for TU Students)	Semester Hours Already Earned (for EDP Students)
Freshman	0-32	0-30
Sophomore	33-64	31-60
Junior	65-96	61-90
Senior	97 or more	91 or more

([Back to ToC](#))

### 5.20.2. Declaring and Changing a Major Program

Every undergraduate student (TU and EDP) must earn a major in order to graduate. Majors (and the nature of the corresponding degree) are listed in [Sec. 7.](#); major requirements are explored in detail in [Sec. 8.](#) While there is no particular mandated timeframe for a student declaring a major, students are urged to make a preliminary choice as soon as possible. This is especially true for students interested in pursuing a degree in one of the natural sciences or mathematics. A student can declare a major (or change a previously declared major) by filing with the registrar a change of information form, which is available at the office of the registrar or online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). If a student changes his/her major, he should also usually change his/her primary academic advisor; see [Sec. 5.7.1.1.](#) A student can verify his/her current declared major in Oasis. ([Back to ToC](#))

### 5.20.3. Declaring and Changing a Minor Program

Undergraduate students (TU and EDP) are not usually required to earn a minor in order to graduate, although at least one major (that being Communication and Rhetoric Studies, for both the B.A. and the

B.A.L.S. degrees) does require the student earn a minor in a separate but related field. Even when a minor is not required, students may decide that earning a minor increases the student's prospects for employment or graduate studies. The procedure for declaring or changing a minor is the same as for declaring or changing a major; see above. A student can verify his/her current declared minor in Oasis.

It is not possible to earn a minor in a program for which a major has been earned. ([Back to ToC](#))

#### **5.20.4. Policy on Counting Common Courses Between Multiple Programs**

In the case where major and minor programs have some common courses that could be used to meet the requirements of multiple programs, students who wish to major in one program and minor in another (or minor in more than one program) may use up to two overlapping courses towards meeting requirements of more than one program, unless otherwise stipulated by the requirements for the major or the minor(s). ([Back to ToC](#))

#### **5.20.5. Earning Two Majors or Two Degrees**

##### **5.20.5.1. Double Major Policy**

A student may earn a double major subject to the following conditions:

1. The student must meet all requirements of both majors.
2. If the student is in the TU program, both majors must be affiliated with a TU degree (either B.A. or B.S.). If the student is in the EDP program, both majors must be affiliated with an EDP degree (either B.A.L.S. or B.B.A.).
3. The student may count no more than three of the courses taken to meet the major requirements of one of the fields toward meeting the major requirements of the other field. Individual programs may establish different standards, which automatically supersede this more generic regulation.
4. The transcript will list both majors. In case both majors result in the same degree, that degree will be awarded.
5. In case the two majors result in different degrees, the student will receive only one degree, that being the student's choice of the two degree designations. ([Back to ToC](#))

##### **5.20.5.2. Earning a Second Major Post-Baccalaureate**

Students who have been awarded an Oglethorpe baccalaureate degree may return to earn a second major offered within that same degree. Candidates must reapply for admission (see [Sec. 5.25.5.](#)). Upon completion of the requirements, the second major will be entered on the student's record and transcript. No additional diploma will be awarded, as the second major must be within the same degree already earned. The requirements are:

1. Completion of an additional 32 semester hours, of which a minimum of 16 hours must be earned at Oglethorpe.
2. Maintenance of a 2.0 or higher cumulative grade-point average.
3. Completion of a major other than the major completed at the time the first degree was awarded and satisfaction of all requirements of both majors.
4. The student may count no more than three of the courses taken to meet the major requirements of one of the fields toward meeting the major requirements of the other field.
5. Satisfaction of all other relevant graduation requirements. ([Back to ToC](#))

### 5.20.5.3. Earning a Second Baccalaureate Degree

Students who have completed a B.A. or B.S. degree may be awarded a second and different baccalaureate degree (B.S. or B.A., respectively). Upon completion of the requirements, the student's record and transcript will reflect the conferring of a second degree and a diploma will be awarded.

For a student who earned his/her first baccalaureate degree at Oglethorpe, it is first necessary that the student reapplies for admission and be accepted. Requirements 1 through 5 listed above under Earning a Second Major Post-Baccalaureate apply to such students.

For a student who has earned his/her first baccalaureate degree at another institution, it is first necessary that the student applies for admission to Oglethorpe as a transfer student (see [Sec. 3.2.2.](#)). The student's first baccalaureate degree is treated as transfer credit. All policies and procedures established in [Sec. 5.8.](#) (and especially [Sec. 5.8.3.](#)) apply, except that up to a maximum of 80 semester hours may be accepted for transfer to Oglethorpe. The requirements for the second degree are:

1. Satisfaction of TU Core requirements.
2. Completion of a minimum of 48 semester hours at Oglethorpe.
3. Maintenance of a 2.0 or higher cumulative grade-point average.
4. Completion of a major other than the major(s) completed at the time the first degree was awarded.
5. Satisfaction of all other relevant graduation requirements. ([Back to ToC](#))

## 5.21. Grades, Grading and Grade Changes

### 5.21.1. The Grading System

Faculty members submit mid-term reports to the registrar's office on class rolls indicating Satisfactory or Unsatisfactory ("S" or "U"). These mid-term reports are not part of the student's permanent record.

Faculty members submit letter grades at the end of each semester. These grades become part of the student's official record. Once entered, a grade may not be changed except by means of an officially executed change of grade form.

If a faculty member is unable (for reasons including but not limited to retirement, termination, illness and death) or unwilling to assign a grade or to execute a change of grade form, then the chair of the division in which the relevant course is housed will be responsible for acting in the faculty member's stead. If the faculty member who is unable or unwilling to assign or change a grade is a division chair then the provost will act in the chair's stead in all matters related to grading.

The letter grades used at Oglethorpe are defined as follows:



Grade	Meaning	Quality Points	Numerical Equivalent
A	Superior	4.0	93 – 100
A-		3.7	90 – 92
B+		3.3	87 – 89
B	Good	3.0	83 – 86
B-		2.7	80 – 82
C+		2.3	77 – 79
C	Satisfactory	2.0	73 – 76
C-		1.7	70 – 72
D+		1.3	67 – 69
D	Minimal Passing	1.0	60 – 66
F	Failure	0.0	0 – 59
FA	Failure due to excessive absences*	0.0	
W	Withdrew**	0.0	
WF	Withdrew Failing*	0.0	
I	Incomplete***	0.0	
NS	No-Show**	0.0	
S	Satisfactory****	0.0	70 – 100
U	Unsatisfactory*	0.0	
AU	Audit**	0.0	
NG	No Grade yet assigned**	0.0	

Notes: \* Grade has same effect as an “F” on the GPA.

\*\* Grade has no effect on the GPA; no credit awarded.

\*\*\* See incomplete policy, below.

\*\*\*\* Grade has no effect on the GPA; credit is awarded. ([Back to ToC](#))

### 5.21.2. Incomplete Policy

If a student is unable to complete the work for a course on time for reasons of health, family tragedy or other circumstances the instructor deems appropriate, the grade “I” (Incomplete) may be assigned. However, the grade “I” may not be assigned in any course for a student who is currently on academic probation (see [Sec. 5.23.2.2.](#)).

If the student completes the work within 30 days of the last day of final examinations of the semester in question, the instructor will evaluate the work and turn in a revised grade on a change of grade form. Any “I” not changed by the instructor within 45 days of the last day of final examinations will automatically be changed to a grade of “F” unless the grade of “I” is issued because an unresolved honor code case prevents the computation of the final grade. Only in that case will the “I” persist until the honor code case is fully adjudicated and the honor council secretary has informed the registrar and the instructor of record for the course as to the nature of the final disposition of the case and what impact it will have on the student’s grade. The instructor or the honor council secretary will then have up to five days to file a change of grade form with the registrar.

The grade “I” has no effect on the GPA, and no credit is awarded. ([Back to ToC](#))

### 5.21.3. The Grade-Point Average

The grades that can be assigned at Oglethorpe are given in the table in [Sec. 5.21.1.](#) As the table demonstrates, each grade is assigned a number of quality points.

For each course, the grade-points is the product of the semester hours for the course and the quality points of the grade earned.

#### **5.21.3.1. Computing the Term Grade-Point Average**

- The term grade-points is the sum of all the grade-points earned in courses taken during the term in question.
- The term hours attempted is the total semester hours for courses taken during the term in question and for which any of the following grades were assigned: A, A-, B+, B, B-, C+, C, C-, D+, D, F, FA, WF or U.
- The term grade-point average (term GPA) is the term grade-points divided by the corresponding term hours attempted; if the quotient is undefined it is taken to be zero.

#### **5.21.3.2. Computing the Cumulative Grade-Point Average**

- The cumulative grade-points is the sum of all grade-points earned in all courses taken at Oglethorpe.
- The cumulative hours attempted is the total semester hours for all courses taken at Oglethorpe and for which any of the following grades were assigned: A, A-, B+, B, B-, C+, C, C-, D+, D, F, FA, WF or U.
- The cumulative grade-point average (cumulative GPA) is the cumulative grade-points divided by the cumulative hours attempted; if the quotient is undefined it is taken to be zero. ([Back to ToC](#))

#### **5.21.4. Grade Changes**

Grade changes may be required in a variety of instances, including (but not limited to):

- Changing an "I" (or, after 45 days, the resulting "F"; see [Sec. 5.21.2.](#)) to a grade reflective of the student's performance once any missing work has been submitted and evaluated.
- To correct an error in fact made by the instructor in computing the original grade.
- As a result of the resolution of an honor code case.
- As a result of a successful grade appeal (see [Sec. 5.21.6.](#)).

To change a grade, the instructor of record must submit a change of grade form to the registrar.

Except as a result of an error in computation or as a result of a grade appeal ruling no course grade will be changed after one year from end of semester in which the grade was earned. ([Back to ToC](#))

#### **5.21.5. Posthumous Grades**

When a student passes away before completing all assignments in a course, that student will be assigned a grade of "W" (Withdrawn) in the course. ([Back to ToC](#))

#### **5.21.6. Grade Appeal Policy**

Students may appeal only the final grade assigned in a course, and only for reason. Valid reasons are limited to:

1. The grade was assigned in an arbitrary manner (meaning it reflects a substantial deviation from accepted academic norms and/or from stated procedures found in the course syllabus or elsewhere), or

2. The grade was assigned in a prejudicial manner (meaning it was based at least partly on ill-will and is at odds with the stated means by which grades are to be determined in the course), or
3. At least one factor contributing to the grade is in violation of University regulations or in violation of state or federal law, or
4. There was an error in fact in the manner in which the grade was determined.

Students and faculty members should make every effort to informally resolve grade disputes. The grade appeal policy provides a method of last resort if informal deliberations fail to satisfy all parties.

The grade appeal policy applies only when a student initiates such an appeal. The grade appeal policy does not apply if an instructor voluntarily elects to change a final grade, nor does it apply to any portion of a grade (up to and including the final course grade) which may have resulted from a disciplinary action (such as punishment for an honor code liability). Grade appeals which may occur in conjunction with an alleged violation of Oglethorpe's policy prohibiting discrimination, harassment and retaliation must be deferred until the grievance procedure detailed in that policy has fully concluded. Throughout this policy, any reference to "instructor" is understood to be a reference to the instructor of record.

If a student feels that he/she has a valid reason to appeal a final course grade, and if informal negotiations with the instructor have not yielded relief, then the student may formally appeal the grade as follows.

**Timeliness:** Any grade appeal must be initiated by not later than the 45th business day of the next semester in which the student is enrolled. If for any reason the instructor of the course is unavailable (e.g., is away for the summer, is on a sabbatical leave, etc.) the division chair will attempt to confer with the instructor to determine whether to proceed or delay the process until the instructor's return. If the instructor is unable to return within one semester of the initiation of the grade appeal, the division chair will assume authority for the role of the instructor in the process.

**Step 1:** The student (either in person or via e-mail) requests from the provost's office an official grade appeal form. On that form the student will state why he/she feels the particular grade should be changed, providing as many details as possible. The only valid bases for appeal are the four listed above. The completed and signed form, along with any relevant supporting documentation, must be returned (either in person or via e-mail) to the provost within five business days of the form having been given or sent to the student.

**Step 2:** The provost will forward the appeal and all supporting documentation to the instructor for the course in question. The instructor has 15 business days to respond to the provost and the student in writing, either agreeing or refusing to change the grade. If the instructor agrees to change the grade, the appropriate change of grade form must be filed with the registrar within the ensuing five business days. In this case, the appeal is concluded. In the case of a refusal, the instructor will explain the reasons for the refusal, adding as many details as possible. If the student still wishes to continue the appeal, the student will notify the provost of this fact within the next five business days. In this case, the process moves to Step 3.

**Step 3:** The provost forwards the original appeal, the instructor's response and all supporting materials to the chair of the division in which the course is housed. If the instructor is the chair, the provost will select the chair of a different division to serve in his/her stead. The chair will review the materials, and may elect to interview the student, the instructor and any other potential witnesses. Following this process, the chair summarizes his/her findings and makes a written recommendation to the provost,

who will inform the other parties of the chair's recommendation. If the recommendation is that the grade be changed, then the provost will meet with the instructor to try to mediate a change of grade. If the instructor agrees to change the grade, the appropriate change of grade form must be filed with the registrar within the ensuing five business days. If the recommendation is that the grade not be changed, then the provost will meet with the student to try to convey the rationale for that recommendation. However, the chair's recommendation is not absolutely binding on either party although both parties are to understand that the recommendation carries substantial weight. Step 3 is to be completed within 15 business days of the chair having been given the appeal by the provost.

Step 4: If either party feels the result of Step 3 is unjust, he/she has five business days to request the provost empanel an ad hoc grade review committee (GRC). The GRC will consist of four division chairs (not including the one employed in Step 3) appointed by the provost, plus the associate provost, who will serve in an ex officio capacity. At the discretion of the provost, tenured full professors (not in the same division as the one who is the object of the grade appeal) may be substituted for division chairs. The GRC will review all reports and documentation affiliated with the appeal, and may opt to interview the student, the instructor or any witnesses. The GRC will render a binding decision in the matter. All decisions of the GRC are made by secret ballot vote; three votes are required for a motion to pass; the associate provost is not a voting member. In the case of a tie vote, the members of the GRC will engage in further deliberations and re-voting, trying to reach a consensus. If the members eventually feel that the GRC is hopelessly deadlocked, the associate provost will cast the tie-breaking vote aloud. If the GRC decides that the grade should be changed, the GRC will have sole authority over what the new grade should be. The associate provost will file the change of grade form with the registrar within the next five business days. The associate provost will inform all parties of the decision of the GRC. All deliberations of the GRC are to be treated as confidential with respect to all parties not involved directly with the grade appeal.

Step 5. The grade appeal process is terminated after Step 4, and the results of the GRC's deliberations are binding on all parties, unless one of the parties alleges that the GRC significantly deviated from the stated procedure encoded in Step 4. That claim should be made in writing to the provost within five business days of the GRC's decision being published. It is incumbent on the complainant to present a compelling argument for this accusation. If the provost feels that the claim is without merit, he/she informs the complainant and the matter is concluded. If the provost feels there is sufficient likelihood that the GRC didn't follow state procedures in significant ways, the provost will empanel a new GRC. The provost will replace the associate provost as the ex officio member. The new GRC will redo Step 4 in its entirety. The decision of this body is final. There is no further appeal by either party. ([Back to ToC](#))

## **5.22. Dean's Academic Honors List**

Students who earn a term grade-point average of 3.5 or higher while earning 12 semester hours or more during the fall or spring semesters are placed on the dean's academic honors list. ([Back to ToC](#))

## **5.23. Good Standing and Academic Good Standing**

For a student to be in good standing with the University requires the student be in academic good standing, financial good standing, and conduct good standing. Financial good standing is defined in [Sec. 4.7.](#) whereas conduct good standing is defined in [Sec. 11.4.](#) Academic good standing requirements for MAT students are fully explored in [Sec. 8.13.](#), as are the consequences of not being in academic good standing for various reasons. The

remainder of this section examines academic good standing for undergraduate students and the consequences of such students not being in academic good standing. ([Back to ToC](#))

### 5.23.1. Academic Good Standing for Undergraduate Students

To be in academic good standing an undergraduate student (TU or EDP) must achieve the cumulative grade-point average specified below in relation to the number of semester hours he/she has completed:

Cumulative GPA Required	Semester Hours Completed (TU and EDP)
1.50	0 – 35
1.75	36 – 64
2.00	65 and above

([Back to ToC](#))

### 5.23.2. Policies and Procedures for Undergraduate Students Who are not in Academic Good Standing

When an undergraduate (TU or EDP) student first fails to satisfy the requirements of [Sec. 5.23.1.](#), and therefore becomes not in academic good standing, the following sequence of events will occur. ([Back to ToC](#))

#### 5.23.2.1. Academic Warning

When a student is placed on academic warning (or simply “warning”), he/she is given the next regular semester (fall or spring) to raise his/her term grade-point average (GPA) to 2.2 or higher or to raise his/her cumulative GPA to a level sufficient to be in academic good standing. The student is encouraged but not required to participate in the EXCEL@OU program (see [Sec. 9.1.4.](#)).

After a regular semester on warning, the following things may occur:

- The student achieves academic good standing. The student is no longer on warning.
- The student achieves the required term GPA of 2.2 or higher, but his/her cumulative GPA is still such that he/she is not in academic good standing. As long as the student continues to achieve a term GPA of 2.2 or better, the student stays on warning. Eventually the student should achieve academic good standing, at which time he/she is taken off warning.
- The student does not earn the required term GPA of 2.2 and also does not attain academic good standing. The student is placed on academic probation. ([Back to ToC](#))

#### 5.23.2.2. Academic Probation

A student on academic probation has already been on warning and has failed to satisfy the term GPA requirements to stay on warning and has likewise failed to achieve a sufficient cumulative GPA to attain academic good standing. The student is given one regular semester on academic probation prior to potential dismissal for academic reasons. During that one regular semester, the student must participate in the EXCEL@OU program (see [Sec. 9.1.4.](#)). The student is required to achieve either academic good standing or a term GPA of 2.2 or higher at the conclusion of the regular semester on academic probation.

Students who are on academic probation may not be assigned the grade of “I” (Incomplete) in any course.

After one regular semester on academic probation the following things may occur:

- The student achieves academic good standing. The student is no longer on academic probation.
- The student achieves the required term GPA of 2.2 or higher, but his/her cumulative GPA is still such that he/she is not in academic good standing. The student is placed on warning again.
- The student does not achieve the required term GPA of 2.2 or higher and also does not achieve academic good standing. The provost, in consultation with the director of the ASC and the associate provost, will decide whether or not to dismiss the student for academic reasons. If dismissed, the student may appeal the dismissal directly to the provost within five business days of receiving notice of dismissal. The student should cite compelling reasons (including verifiable information regarding the student's earnest participation in the ECXEL@OU program as well as any relevant information regarding extenuating circumstances which can be attested to by reliable and objective third parties) why he/she should have one more chance to succeed academically at Oglethorpe. The provost will consult with other relevant parties, including the director of the academic success center and the associate provost. If the provost finds there may be compelling reasons for giving the student one final chance, he/she can continue the student on academic probation only for one more consecutive regular semester. At the end of that regular semester, the student will have achieved academic good standing (if the cumulative GPA is sufficiently great), or be placed back on warning (if the term GPA is 2.2 or higher) or be dismissed. ([Back to ToC](#))

### **5.23.2.3. Academic Dismissal**

A student is dismissed for academic reasons after he/she has been on academic probation for one regular semester and has failed to achieve either academic good standing or the requisite term GPA of 2.2 (or better) to be placed back on warning. The student has one chance for an appeal; please see the previous entry, [Sec. 5.23.2.2.](#), for details. A student who is dismissed for academic reasons will be dropped from all classes for which he/she may be registered for future terms and will be required to stay off-campus for at least the ensuing regular (fall or spring) semester (and any intervening summer semester).

In addition, any student who receives the grades of "F," "WF," "FA" and/or "U" in all classes at the end of his/her first semester at Oglethorpe is subject to academic dismissal. The same appeal avenue as described in the previous paragraph is provided.

Students who have been dismissed for academic reasons may apply for readmission after one regular semester away. Please see [Sec. 5.25.5.](#) for additional information. As a part of the reapplication process, and in addition to other materials required more generally for readmission, the student should submit a narrative explaining why he/she reasonably expects a greater likelihood of academic success than was previously attained. It is helpful to have employers, counselors and/or other third parties write letters in support of the student's bid for readmission, and such submissions may be required. The final authority for granting an academically dismissed student's bid for readmission rests with the provost, who is free to attach significant requirements to, and expectations for, the readmitted student's future academic performance. At minimum, students who are readmitted after being academically dismissed will have one regular semester to either achieve academic good standing or to achieve a sufficient term GPA (of 2.2 or better) to be placed back on academic warning (rather than on academic probation).

A student who is readmitted after being academically dismissed and who, after one regular semester, fails to satisfy all the provost's requirements and expectations for academic performance will be permanently dismissed. In this instance, no further readmission is possible. ([Back to ToC](#))

### 5.23.3. Academic Requirements for Student Athletes

Oglethorpe is a member of Division III of the NCAA (see [Sec. 11.1.1.1.](#) for additional information). All Division III NCAA bylaws are available at [www.ncaa.org](http://www.ncaa.org). Additionally, an abridged listing of the most frequently referenced Division III bylaws is housed at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: athletics); choose the "Compliance" link. The following summarizes the academic requirements to both practice and compete, as taken from the aforementioned abridged NCAA document. ([Back to ToC](#))

#### 5.23.3.1. Eligibility to Practice

1. A student is eligible to practice if he/she is enrolled in a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the regulations of the student's school. [NCAA Bylaw 14.1.8.1]
2. A student is eligible to practice during the official vacation period immediately before initial enrollment, provided the student:
  - a. has been accepted by the school for enrollment in a regular, full-time program of studies at the time of his/her initial participation; and
  - b. is no longer enrolled at his/her previous school; and
  - c. is eligible under all school and NCAA requirements. [NCAA Bylaw 14.1.8.1.6.1]
3. A student is eligible to practice while enrolled in less than a minimum full-time program of studies if he/she enrolled in the final semester or quarter of a baccalaureate program and if the student's school certifies that the student is carrying (for credit) the courses necessary to complete his/her degree requirements. [NCAA Bylaw 14.1.8.1.6.3] ([Back to ToC](#))

#### 5.23.3.2. Eligibility to Compete

1. A student is eligible to compete if the student:
  - a. has been admitted as a regularly enrolled, degree-seeking student according to the published entrance requirements of his/her school; and
  - b. is in academic good standing according to the standards of his/her school; and
  - c. is enrolled:
    - i. in a full-time program of studies leading to baccalaureate or the equivalent (not less than 12 semester or quarter hours) and maintains satisfactory progress toward that degree; or
    - ii. is enrolled in a full-time graduate or professional degree program (as defined by the school for all graduate students) or is enrolled and seeking a second baccalaureate degree at his/her school. [NCAA Bylaws 14.01.2, 14.1.8.1 and 14.1.8.1.6.4]
2. If enrolled in less than a full-time program, a student is eligible to compete only if:
  - a. The student is enrolled in the last term of his/her baccalaureate or graduate degree program; and
  - b. is carrying credits necessary to finish his/her degree requirements. [NCAA Bylaw 14.1.8.1.6.3]

3. A student is eligible to compete during the official vacation period immediately before initial enrollment, provided:
  - a. The student has been accepted by the school for enrollment in a regular, full-time program of studies; and
  - b. at the time of the student's initial participation, he/she is no longer enrolled at his/her previous educational institution; and
  - c. the student is eligible under all institutional and NCAA requirements. [NCAA Bylaw 14.1.8.1.6.1]
4. A returning student is eligible to compete between terms, provided:
  - a. the student has been registered for the required minimum full-time load at the conclusion of the term immediately before the date of competition; or
  - b. the student is either continuing enrollment or beginning enrollment, provided he/she has been accepted for enrollment as a regular full-time student for the regular term immediately following the date of competition. [NCAA Bylaw 14.1.8.1.6.2]

Additional questions or concerns should be directed to Oglethorpe's athletics director or compliance officer. ([Back to ToC](#))

#### **5.24. Hardship/Medical Withdrawal**

When a student has experienced a significant negative life or medical event, which was generally beyond her/his control, and which caused the student to have poor academic performance, the student may be eligible to seek hardship/medical withdrawal.

Eligibility for a hardship/medical withdrawal requires:

1. Verifiable documentation that the student experienced a significant, negative life or medical event which was generally beyond her/his control and which caused the student to have poor academic performance; and
2. Completion of at least one additional semester of full-time academic work at Oglethorpe which resulted in a term grade-point average of 2.0 or better. In this statement, "full-time" means completion of at least 12 semester hours in a given semester. Students who previously have attended Oglethorpe University only part-time should consult with the office of the provost as to their eligibility for a hardship/medical withdrawal.
3. The student must remain in conduct good standing and financial good standing with the University throughout the term referenced in item 2, above.

Once a student believes he/she has met the above criteria, the student initiates the process of hardship/medical withdrawal in the office of campus life. The student is responsible for providing appropriate, verifiable documentation of the precipitating event(s). The dean of students will attempt to verify the information and will ultimately determine whether the student meets the first eligibility criterion. If approved, the dean of students will send the request to the office of the provost. The office of the provost will examine the student's academic record and will determine whether the student meets the second eligibility criterion. If approved, the provost will send the request to the registrar. The registrar will determine whether the student meets the third eligibility criterion.

Once approved for a hardship/medical withdrawal, the student's grades for all courses attempted during the term in question will be retroactively changed to "W". Any credits earned during the term of hardship/medical withdrawal will be forfeited. This action does not result in any retroactive refund of tuition, fees or other



charges, nor does it retroactively result in any release of financial obligations to the University. Students receiving institutional, federal, or state financial assistance should consult with the office of financial aid prior to initiating a hardship/medical withdrawal to ensure that they understand the implications of such action to their current and future financial aid eligibility. ([Back to ToC](#))

## 5.25. Leaving and Re-entering the University

A student leaves the University when, following initial enrollment and prior to graduation, the student absents him/herself (either voluntarily or involuntarily) from the University. For example, academic dismissal (discussed in [Sec. 5.23.2.3.](#)) is one of several mechanisms whereby a student may leave the University. Several other possibilities are discussed in [Secs. 5.25.1.](#) through [5.25.4.](#) Finally, students who leave the University may sometimes wish to return at a later time. This required readmission, as discussed in [Sec. 5.25.5.](#) ([Back to ToC](#))

### 5.25.1. Withdrawal from the University

Withdrawal from the University is defined as removal of a student's active status in all courses comprising the student's academic schedule during the term in question. Students who have determined that they need to completely leave the University begin the process with the office of campus life. Upon understanding the student's particular situation, campus life officials may be able to provide assistance or referrals that make it possible for the student to remain at Oglethorpe. However, if the student still wishes to withdraw from the University, he/she will need to confer with the office of residence life (if a resident student), the office of financial aid, (if receiving any institutional, federal or state assistance) and the business office in order to understand all implications of the decision. Some of the financial and financial aid implications of withdrawing from the University are detailed in [Sec. 4.8.](#)

In cases where the student is unable to withdraw him/herself due to medical emergency or other exigency, an authorized representative (parent, guardian, or spouse) may complete the process on the student's behalf. The authorized representative assumes all liability associated with the withdrawal.

In cases where the student fails to withdraw from the University due to circumstances beyond her/his control, but later is able to return to functioning normally, he/she may be eligible, after the fact, for hardship/medical withdrawal (see [Sec. 5.24.](#)).

The transcript of students who complete the process of withdrawing from the University prior to the close of business on the last day of the drop/add period (i.e.: students who drop all their courses while simultaneously withdrawing from the University) will show no courses attempted for the semester in question. When the withdrawal from the University occurs following the end of drop/add but still during the withdrawal period (see [Sec. 5.17.3.](#)) of the relevant term, the student's academic record will reflect course grades of "W" (withdrew) for all courses in which the student was enrolled. When the withdrawal from the University occurs after the end of the withdrawal period, instructors will assign a grade of either "W" or a "WF" (withdrew failing), depending on whether the student was passing the class or not at the time of the withdrawal. It should be noted that while the grade of "W" has no impact on a student's grade-point average, the grade of "WF" impacts the student's grade-point average in the same way as would the grade of "F" (failure). No credit is awarded for either the grade of "W" or "WF."

Students may not withdraw from the University following the date of their last scheduled regular class meeting.

A student who withdraws from the University is not permitted to return to Oglethorpe any more that semester. The student may return to the University the following semester unless more time away is required (as in cases of withdrawal for medical, psychological or similar problems). The student must re-apply to the University in order to return; please see the policy on readmission in [Sec. 5.25.5](#). ([Back to ToC](#))

### **5.25.2. Non-Academic Withdrawal**

In the judgment of the dean of students, a student may be involuntarily withdrawn from the University for non-academic reasons when it is determined that the student has demonstrated behavior that:

- poses a significant danger or threat of physical harm to self or to the person or property of others, or
- interferes with the rights of other members of the University community or with the exercise of any proper activities or functions of the University or its personnel.

Except in situations where the student is believed to be an imminent threat to self or others, as determined at the sole discretion of the University, a student shall, upon request, be accorded an appropriate hearing according to the protocol established in [Sec. 2.6.9.2](#), prior to the final decision concerning his/her continued enrollment at the University. In situations involving an imminent threat, the student will be provided the opportunity for a hearing as soon as possible after the non-academic withdrawal occurs.

The transcript of students who are subject to non-academic withdrawal from the University prior to the close of business on the last day of the drop/add period will show no courses attempted for the semester in question. When the non-academic withdrawal from the University occurs during the withdrawal period (see [Sec. 5.17.3](#).) the student's academic record will reflect course grades of "W" (withdrew) for all courses in which the student was enrolled. When the non-academic withdrawal from the University occurs after the end of the withdrawal period, instructors will assign a grade of either "W" or a "WF" (withdrew failing), depending on whether the student was passing the class or not at the time of the withdrawal. It should be noted that while the grade of "W" has no impact on a student's grade-point average, the grade of "WF" impacts the student's grade-point average in the same way as would the grade of "F" (failure). No credit is awarded for either the grade of "W" or "WF."

A student who is the subject of a non-academic withdrawal is not permitted to return to Oglethorpe any more that semester. The student may return to the University the following semester unless more time away is required. The student must re-apply to the University in order to return; please see the policy on readmission in [Sec. 5.25.5](#).

Some of the financial and financial aid implications of being subjected to a non-academic withdrawal from the University are detailed in [Sec. 4.9](#). ([Back to ToC](#))

### **5.25.3. Death of a Student**

From an administrative viewpoint, the death of a student is treated as a withdrawal from the University, and is subject to the policies and procedures outlined in [Sec. 5.25.1](#), except that when the death occurs after the withdrawal period the deceased student will automatically be assigned the grade of "W" (withdrew) in all classes.

Some of the financial and financial aid implications associated with the death of a student are explored in [Sec. 4.10.](#) ([Back to ToC](#))

#### **5.25.4. Expulsion**

Students can be expelled for particularly egregious violations of the honor code (see [Sec. 10.18.4.](#) and [Sec. 10.18.6.](#)) or the code of student conduct (see [Sec. H](#) of the code of student conduct, which can be found in [Sec. 11.3.](#) of this *Bulletin*).

An expulsion is a retroactive action. If a student is expelled, that expulsion is retroactive to the start of the semester during which the precipitating event occurred. The student is not permitted to finish the current term, and will absent him/herself from campus when the expulsion is enforced, and will remain absent from campus for the duration of the expulsion period. Expulsions are either for one year (with the ability to reapply) or permanent. Thus, if a student is expelled with ability to reapply after one year, then he/she will remain expelled for at least a one-year period beginning with the outset of the semester in which the expulsion occurred. A student who is permanently expelled may never return to campus. A student who is expelled will be assigned the grade of "W" (withdrew) for all courses in which the student was enrolled, except that the student will receive the grade of "F" in any course wherein the student committed an honor code violation which led to the expulsion.

Some of the financial and financial aid consequences of being subjected to expulsion are detailed in [Sec. 4.11.](#) ([Back to ToC](#))

#### **5.25.5. Readmission**

A student leaves the University when the student:

- fails to register for a regular (fall or spring) semester any time between initial enrollment and graduation; or
- is dismissed for academic reasons (see [Sec. 5.23.2.3.](#)); or
- is suspended for one or more regular semesters, as may happen as a result of both honor code and code of student conduct liabilities. A student who is suspended during a term is permitted to finish the term, but is then forbidden from registering for any more classes, and is also forbidden from being on campus, for the entire suspension period (usually the next regular semester, including any intervening summer semester); or
- voluntarily leaves (without formally withdrawing) in the midst of a semester, perhaps for reasons pertaining to medical or psychological health and well-being or reasons relating to family tragedy or hardship, etc.; or
- withdraws from the University (see [Sec. 5.25.1.](#)); or
- is subjected to a non-academic withdrawal (see [Sec. 5.25.2.](#)); or
- is expelled, either for a period of one year (with the ability to reapply) or permanently (see [Sec. 5.25.4.](#)); or
- graduates.

A student who has left the University and who wishes to return to Oglethorpe (and who is eligible to do so) should contact the admission office to request a [readmission](#) application. Students must submit the completed application and official transcripts from all colleges and universities attended in order to be considered for readmission. Students who were not in academic good standing at the time they left require the approval of the provost for readmission. Students who were not in conduct good standing at

the time they left require the approval of the dean of students for readmission. The University may require additional supporting documentation relating to the student's likelihood for success at Oglethorpe, and may place certain restrictions and conditions on any such readmission. All readmissions require the student be in financial good standing at the time of readmission.

All students who are readmitted to the University are governed by graduation and other academic requirements at the time of readmission. Any exceptions are granted at the discretion of the provost.

[\(Back to ToC\)](#)

## **5.26. Transcripts**

Students may print unofficial copies of their current transcript directly from Oasis.

Students, former students and alumni who need official copies of transcripts should submit a transcript request form, available at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). The transcript request form can be submitted in person at the office of the registrar, or via U.S. mail or facsimile transmission. Telephone requests will not be honored. There is a nominal processing fee for each official transcript ordered.

Students who are not in financial good standing, and former students and alumni who have unpaid obligations to the University, will not be provided with official transcripts under any circumstances. [\(Back to ToC\)](#)

## **5.27. Degree Application**

By mid-term each fall semester, students who anticipate graduating the next December, May or August must submit to the registrar a degree application, available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). No later than three weeks before the anticipated graduation date, students must pay a degree completion fee which will cover final transcript processing, the student's diploma and the student's participation in the University's annual commencement convocation in May.

If the student is not able to graduate as projected in the original degree application, a new degree application must be submitted reflecting the new anticipated graduation date. In this case, an additional degree completion fee is not required unless it becomes necessary to order the student a new diploma because of the change. [\(Back to ToC\)](#)

## **5.28. Receipt of Diplomas, Commencement and Special Academic Recognitions**

Diplomas are awarded at the close of the spring, summer and fall semesters to those who have submitted a degree application, paid their degree completion fee and satisfied all graduation requirements.

Commencement exercises are held once a year at the close of the spring semester in May. Students must have completed all graduation requirements in order to participate in commencement exercises. The only exception allowed is for a student who has completed all other graduation requirements except for a maximum of two courses totaling no more than 12 semester hours. Such students will be allowed to "walk" but will not receive their diploma until all graduation requirements have been satisfied. All other students completing graduation requirements at the end of summer or fall participate in the following spring's commencement exercises.

Students who are not in financial good standing with the University or who have any holds (see [Sec. 5.9.3.2.](#)) whatsoever on their account will not be permitted to participate in commencement exercises and will not receive a diploma or a final transcript, even if they have otherwise satisfied all requirements for graduation.

A student's final transcript and/or diploma may indicate the following special recognitions. [\(Back to ToC\)](#)

### **5.28.1. Latin Honors**

Undergraduate degrees with Latin academic honors are awarded as follows:

- cum laude, for a cumulative grade-point average (GPA) of 3.5 or higher;
- magna cum laude for a cumulative GPA of 3.7 or higher; or
- summa cum laude for a cumulative GPA of 3.9 or higher.

To be eligible for Latin academic honors, students must have completed 64 or more semester hours in residence at Oglethorpe.

Transfer work is not included in the determination for Latin academic honors. Latin academic honors are awarded to students who have completed all graduation requirements prior to commencement exercises. These honors are announced during commencement and are designated on the diploma and on the transcript. Latin academic honors announced at commencement exclude any student with pending graduation requirements who has chosen to “walk.” ([Back to ToC](#))

### **5.28.2. Certificates**

Oglethorpe has three certificate programs: honors (see [Sec. 8.20.](#)), urban ecology (see [Sec. 8.37.](#)), and urban leadership (under the auspices of the Rich Foundation Urban Leadership Program, see [Sec. 8.38.](#)). The names of those earning such certificates are announced during commencement and the certificate is designated on the each student’s final transcript. Honors certification is also designated explicitly on a student’s diploma. Those completing either the urban ecology or the urban leadership program receive a separate certificate. ([Back to ToC](#))

## **5.29. Posthumous Degrees**

A posthumous degree may be awarded through the normal process of petitioning for a waiver of the University's graduation requirements (see [Sec. 2.6.9.1.](#)). The petition may be made by any member of the faculty, staff or student body, or by any member of the immediate family of the deceased. If the petition is granted by the academic committee for complaints, appeals, variances and waivers, the degree must still be approved by a vote of both the faculty and the board of trustees, as is true of every degree conferred. ([Back to ToC](#))

## 6. General Education

Undergraduate and graduate degree programs provide for degrees in certain fields of specialization. At Oglethorpe, the degrees offered are outlined in [Sec. 7.](#), with academic programs explored in much greater detail in [Sec. 8.](#) For graduate degrees, this is all there is: a credential signifying learning and achievement in a certain area of specialization. By contrast, undergraduate degree programs, while also credentialing specialized learning and achievement in a major, for example, also must possess a significant general education component. According to Oglethorpe’s regional accreditor, SACS-COC (see [Sec. 2.4.](#)), the general education component of a collegiate education must:<sup>1</sup>

- Be substantial. At least 25% of the academic credits earned toward an undergraduate baccalaureate degree must come from an institution’s general education program.
- Ensure breadth of knowledge. Courses must be drawn from the humanities and fine arts, the social and behavioral sciences, and from the natural sciences and mathematics.
- Be based on a coherent rationale.

It would be erroneous to conclude that general education at Oglethorpe exists to satisfy an accreditation requirement. We are intimately concerned with the business of liberal education. According to the Association of American Colleges and Universities (AAC&U),

“Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

The broad goals of liberal education have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Today, a liberal education usually includes a general education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major.”<sup>2</sup>

The AAC&U goes on to define general education as “[t]he part of a liberal education curriculum shared by all students. It provides broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.”<sup>3</sup>

Oglethorpe considers general education to be every bit as crucial to the development of undergraduate students as specialized learning. And when alumni recount their most meaningful experiences at Oglethorpe, it is more often than not their experiences in the general education program—especially the TU Core program—that have had the most profound impact on their ability to “make a life, make a living, and make a difference.” ([Back to ToC](#))

### 6.1. TU General Education

For TU students, general education consists of the following components:

- Satisfactory completion of the TU Core (see detailed exposition below)

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<sup>1</sup> Principles of Accreditation: Foundations of Quality Enhancement (SACS-COC, 2012 edition), p. 19 (available online at <http://www.sacscoc.org/principles.asp>)

<sup>2</sup> “What is a 21<sup>st</sup> Century Liberal Education?” (available online at [http://www.aacu.org/leap/what\\_is\\_liberal\\_education.cfm](http://www.aacu.org/leap/what_is_liberal_education.cfm))

<sup>3</sup> *ibid*

- Satisfactorily completion of 1 semester hour of FYS First Year Seminar I (for those who enter Oglethorpe as first-time freshmen) or 1 semester hour of OGL 101 Introduction to Oglethorpe (for those who enter Oglethorpe as transfer students or who are international students). This component of the TU general education experience is discussed in detail in [Sec. 9.9. \(Back to ToC\)](#)

### 6.1.1. History of the TU Core Curriculum

Oglethorpe initiated its “Core curriculum” in the academic year 1944-45, making it one of the first core programs in the United States. In his explanatory brochure about the program, Oglethorpe President Philip Weltner presented a new liberal arts curriculum with the twin aims of equipping students to “make a life and make a living.” Each student would devote half of his or her college course work to the common intellectual experience of the Core, while the student would devote the other half to his or her major area of study. In outlining his new plan and his philosophy of education, Dr. Weltner anticipated some of the ideas featured in “General Education in a Free Society,” Harvard University’s 1945 statement stressing an emphasis on liberal arts and a core curriculum.

The idea of a core curriculum was at that time so revolutionary in higher education that news of the Oglethorpe plan appeared in *The New York Times* in the spring of 1945. Weltner told *The Times*: “We are trying to develop keen...appreciation and understanding. Instead of dividing our courses into separate schools, we are giving the students a good liberal and general education which can become the basis of hundreds of vocations.”

Weltner’s 1940s Core curriculum for Oglethorpe students reflected the concerns of the war era; the Core consisted of a series of courses under the headings “Citizenship” and “Human Understanding.” As the concerns of the war era receded and the post-war information explosion ensued, the Oglethorpe Core underwent extensive revision in the 1960s, with its required courses more closely resembling traditional courses in the disciplines. Gradually this Core came to focus on those courses representing competencies that a well-educated generalist ought to have upon graduating from college.

With the support of a major grant from the National Endowment for the Humanities, the Oglethorpe Core curriculum underwent substantial revision in the early 1990s to reflect a new idea about the Core and its purpose. Rather than an attempt to define what every student should know or a list of basic competencies every student should have, the new Oglethorpe Core aimed at providing a common learning experience for all students. Since the early 1990s the Core curriculum has undergone further scrutiny and refinement.

Beginning in 1998, Oglethorpe implemented a sequence of new interdisciplinary year-long courses. These sequences, which extend over all four years of a student’s collegiate career, feature the reading of a number of primary texts common to all sections of the courses and frequent writing assignments. Each course in the sequence builds upon the body of knowledge studied in the previous course. Courses in the fine arts and in mathematics complement these sequences. The program explicitly invites students to integrate their Core learning and to consider knowledge gained from study in the Core as they approach study in their majors. In developing this curriculum, the faculty has renewed its commitment to the spirit of Weltner’s original Core: “We must never for an instant forget that education, to be true to itself, must be a progressive experience for the learner, in which interest gives rise to inquiry, inquiry is pursued to mastery and mastery here occasions new interests there.”

As every TU student’s second major, the Core continues to urge students to pursue links among the various areas of study and to appreciate the value of intellectual inquiry. The 1996 National Endowment

for the Humanities Challenge Grant helped to create an endowment for the Core curriculum, guaranteeing faculty the resources to keep the Core vital and central to learning at Oglethorpe. As faculty work together through frequent conversation about the content and goals of their Core courses to provide an integrated approach to learning, one is reminded of the pledge Weltner made over half a century ago in outlining the Core: “Oglethorpe University insists that the object is not to pass a subject; the object is to take and keep it.” ([Back to ToC](#))

### 6.1.2. The TU Core Curriculum

Oglethorpe University is committed to providing a comprehensive liberal education for all of its students. The University aims to produce graduates who are broadly educated in the fundamental fields of knowledge and who know how to integrate knowledge in meaningful ways. The Core curriculum is the clearest expression of this commitment. As an interdisciplinary and common learning experience, the Core provides for students throughout their academic careers a model for integrating information and gaining knowledge. The sequencing of the Core courses means that all Oglethorpe students take the same Core courses at the same point in their college careers, thereby providing an opportunity for students to discuss important ideas and texts both inside and outside the classroom. In this way, the Core aims to create a community of learners at Oglethorpe.

Staffed by faculty from a wide variety of disciplines, the program seeks to teach students the following aptitudes and skills:<sup>4</sup>

1. Knowledge of Human Cultures and the Physical and Natural World
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
2. Intellectual and Practical Skills, Including
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Information literacy
  - Problem solving
3. Integrative and Applied Learning, Including
  - Synthesis and accomplishment across general and specialized studies

At the heart of the Core are seven integrated and sequenced courses: COR 101, COR 102, COR 201, COR 202, COR 301, COR 302, and either COR 401 or COR 402. In addition, students take two courses (COR 203 and either COR 103 or COR 104) that have been designed to help them develop an appreciation and understanding of mathematics and fine arts.

The Core curriculum provides only a beginning for the investigation of significant questions and issues. The program is designed to foster in students a love of learning and a desire to learn, think and act as reflective, responsible beings throughout their lives.

Core requirements are as follows.

Completion of all of the following courses:

COR 101            Narratives of the Self I

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<sup>4</sup> Modeled, in part, on the LEAP Essential Learning Outcomes (Association of American Colleges and Universities, available online at <http://www.aacu.org/leap/vision.cfm>)



COR 102	Narratives of the Self II
COR 201	Human Nature and the Social Order I
COR 202	Human Nature and the Social Order II
COR 203	Great Ideas of Modern Mathematics
COR 301	Historical Perspectives on the Social Order I
COR 302	Historical Perspectives on the Social Order II

Completion of one of the following courses:

COR 103	Music and Culture
COR 104	Art and Culture

Completion of one of the following courses:

COR 401	Science and Human Nature: Biological Sciences
COR 402	Science and Human Nature: Physical Sciences

Additional requirements and things to note:

- Freshmen must take COR 101, COR 102 Narratives of the Self I, II their first two regular semesters at Oglethorpe.
- Students can take COR 103 Music and Culture, COR 104 Art and Culture and COR 203 Great Ideas of Modern Mathematics at any time during their tenure at Oglethorpe.
- Sophomore standing is required for enrollment in COR 201, COR 202 Human Nature and the Social Order I, II.
- Junior standing is required for enrollment in COR 301, COR 302 Historical Perspectives on the Social Order I, II.
- Senior standing is required for enrollment in COR 401 Science and Human Nature: Biological Sciences or COR 402 Science and Human Nature: Physical Sciences. ([Back to ToC](#))

### 6.1.3. Core Equivalencies

There are no “exemptions” from the Core curriculum. Every student who graduates from Oglethorpe University’s TU program must satisfy the requirements delineated above. Under certain circumstances, however, the requirements for one or more of these nine courses may be satisfied through an approved equivalency. ([Back to ToC](#))

#### 6.1.3.1. Core Equivalencies for Transfer Students

Core credits and transfer equivalencies for transfer students are determined by two things: a student’s specific course work taken elsewhere and the total semester hours transferred in by the student. The acceptance of specific transfer credits based on total semester hours transferred is designed to assure that students transferring credit are not placed at a disadvantage with respect to the aims, content or skill development emphasized in the Core curriculum. This guideline will be used by the registrar to evaluate and award equivalency for Core classes where appropriate. If questions of equivalencies arise, the registrar will seek advice from the Core director and faculty members of the appropriate disciplines.

Transfer Hours	Course Credits from Previous Colleges	Core Equivalents
1-14	Music Appreciation or Music History Art Appreciation or Art History	COR 103 COR 104
Over 14	Writing Course Literature or Philosophy* course	COR 101 and COR 102
Over 30	Course in History, Politics, Sociology, Anthropology, Philosophy* or Economics	COR 201
Over 45	Two courses in History, Politics, Sociology, Anthropology, Philosophy* or Economics	COR 201 and COR 202

Additional requirements and things to note:

- \* If a philosophy course is used as an equivalency for COR 102, the same course cannot be used to achieve an equivalency for COR 201 or COR 202.
- No Core equivalency is allowed for Advanced Placement, College Level Examination Program or International Baccalaureate course work.
- When Core equivalency is denied, an appropriately transferred course is awarded Oglethorpe general elective credit in accord with standard practices in the policy on awarding transfer credit (see [Secs. 5.8.2.](#) through 5.8.4.).
- The following courses cannot be fulfilled by transfer credit in any circumstance:
 

COR 203	Great Ideas of Modern Mathematics
COR 301	Historical Perspectives on the Social Order I
COR 302	Historical Perspectives on the Social Order II
COR 401	Science and Human Nature: Biological Sciences
COR 402	Science and Human nature: Physical Sciences ( <a href="#">Back to ToC</a> )

### 6.1.3.2. Core Equivalency for Study Abroad

Every student attending an Oglethorpe-approved semester or year abroad during their Junior year at Oglethorpe may petition the Core director to have their coursework abroad count as an equivalency for one semester of the junior year Core, either COR 301 Historical Perspectives on the Social Order I or COR 302 Historical perspectives on the Social Order II, at the student’s discretion. ([Back to ToC](#))

### 6.1.3.3. Core Equivalency for “Explorations in the Core” Courses

“Explorations in the Core” are sections of existing Core courses that have included an innovative thematic focus or pedagogical approach (see the COR listings in [Sec. 12.](#)). The course descriptions for “Explorations” sections are the same as the original course—with the addition of an explanation of the nature of the innovation. These sections are equivalent to and satisfy the Core requirement for the original Core course. Students can enroll in an “Explorations” section of a Core course only if they have no more than one other Core equivalency on their transcript (Core equivalencies granted to a transfer student, equivalency for one semester of Junior year Core awarded for study abroad, or completion of another “Explorations” section). There will be no exceptions to this rule. ([Back to ToC](#))

#### 6.1.3.4. Policy on Core Work as a Transient Student

Once a student first enrolls at Oglethorpe, neither Core credit nor equivalency may be earned through study as a transient student at any other institution. ([Back to ToC](#))

## 6.2. EDP General Education

General education in the EDP is tailored toward working adults, who frequently have a moderate amount of transfer credit when they first matriculate to Oglethorpe. That is to say, the EDP general education program is more of a distribution requirement rather than the TU model of a nine course program, seven courses of which must be taken in a coherent sequence.

EDP general education requirements entail satisfactory completion of the following.

- Two lower level courses focused on writing (8 hours)
- One lower level History course (4 hours)
- One lower level fine arts (Arts, Music or Theatre) course(4 hours)
- One lower level humanities (Literature or Philosophy) course (4 hours)
- One lower level mathematics course chosen from among: MAT 111 Statistics, MAT 120 Introduction to Functions and MAT 121 Applied Calculus (4 hours)
- One lower level science (Biology, Chemistry, Physics, General Science, Physical Science) course (4-5 hours)
- Two lower level social/behavioral science (Economics, Politics, Psychology, Sociology) courses, chosen from different categories (8 hours)
- Additional requirements and things to note:
  - Prior to a student's first semester at Oglethorpe, the registrar (possibly in conjunction with appropriate faculty) will evaluate how many of the general education requirements have already been met due to (a) credits by examination (see [Sec. 5.8.1.](#)), (b) credits from joint enrollment (see [Sec. 5.8.2.](#)), (c) credits by transfer (see [Sec. 5.8.3.](#)), and (d) credits through transfer under an articulation agreement (see [Sec. 5.8.4.](#)). Once that initial evaluation is completed, no further general education requirements can be satisfied by testing (CLEP, for example) or by taking courses as a transient student at any other college or university.
  - Every student attending an Oglethorpe-approved semester or year abroad during their tenure at Oglethorpe may petition the provost to have their coursework abroad count as an equivalency for the history, fine arts or humanities requirement, depending on the nature of the trip and the coursework required. Consult the provost, registrar or the director of OUSA for details. ([Back to ToC](#))

## 7. Degrees and Certificates Offered, and Graduation Requirements

### 7.1. Undergraduate Degrees and Certificates

Accounting	B.S., B.B.A.
American Studies	B.A.
Art History	B.A.
Behavioral Science and Human Resource Management	B.A.
Biology	B.S.
Biopsychology	B.S.
Business Administration	B.S., B.B.A.
Chemistry	B.S.
Communication and Rhetoric Studies	B.A., B.A.L.S.
Economics	B.A., B.S.
Engineering—Dual Degree	B.A.
English and Comparative Literature	B.A.
French	B.A.
History	B.A., B.A.L.S.
Honors	Certificate
Individually Planned Major	B.A., B.A.L.S.
International Studies	B.A.
Mathematics	B.S.
Philosophy	B.A.
Physics	B.S.
Politics	B.A.
Psychology	B.S., B.A.L.S.
Sociology	B.A.
Sociology with Concentration in Social Work	B.A.
Spanish	B.A.
Studio Art	B.A.
Studio Art with Concentration in Photography and Video	B.A.
Theatre	B.A.
Urban Ecology	Certificate
Urban Leadership	Certificate ( <a href="#">Back to ToC</a> )

### 7.2. Graduate Degrees

Early Childhood Education (Grades P-5)	M.A.T. without recommendation for initial certification M.A.T. with recommendation for initial certification ( <a href="#">Back to ToC</a> )
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### 7.3. Explanation of Degree Abbreviations

B.A.	Bachelor of Arts
B.A.L.S.	Bachelor of Arts in Liberal Studies
B.B.A.	Bachelor of Business Administration

B.S.	Bachelor of Science
M.A.T.	Master of Arts in Teaching ( <a href="#">Back to ToC</a> )

## 7.4. Graduation Requirements

Please consult [Sec. 5.8.](#) for additional information concerning limits placed on credits allowed for non-Oglethorpe academic work. ([Back to ToC](#))

### 7.4.1. Bachelor of Arts

1. Admission into the Traditional Undergraduate (TU) program.
2. Completion of a minimum of 128 semester hours with a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than 4 semester hours of FYS 201, FYS 202 Student Mentoring for First Year Experience I, II; no more than 8 semester hours of independent studies; no more than 16 semester hours taken as a transient at another post-secondary institution; and no more than 12 semester hours of internship are permitted to count toward the 128 semester hour requirement.
3. Residency requirement: A minimum of 64 semester hours must be completed at Oglethorpe to earn an Oglethorpe degree, with 52 of the last 64 hours earned in residence. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as Oglethorpe courses for the purpose of meeting this residency requirement.
4. Successful completion of TU Core requirements (see [Sec. 6.1.2.](#)).
5. Successful completion of B.A. major or Engineering—Dual Degree requirements (see [Sec. 7.1.](#) for a list of programs leading to the B.A. degree; see [Sec. 8.](#) for the corresponding major or Engineering—Dual Degree requirements). Completion, at Oglethorpe, of at least half the semester hours for each major.
6. Successful completion of 1 semester hour of either FYS 101 First Year Seminar I or OGL 101 Introduction to Oglethorpe.
7. Successful completion of at least 4 semester hours of a foreign language at the second-semester elementary-level or higher. Please see [Sec. 5.16.](#) for further information on this requirement.
8. For those who matriculated to Oglethorpe as first-time freshmen, successful completion of 12 co-curricular Petrel Points (see [Sec. 9.16.](#)). This requirement is waived for those who matriculated to Oglethorpe as transfer students (including freshman transfer students).
9. Submission of a completed application for degree to the registrar's office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
10. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
11. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
12. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

### 7.4.2. Bachelor of Arts in Liberal Studies

1. Admission into the Evening Degree Program (EDP).
2. Completion of a minimum of 120 semester hours with a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than 8 semester hours of independent studies; no

more than 15 semester hours taken as a transient at another post-secondary institution; and no more than 12 semester hours of internship are permitted to count toward the 120 semester hour requirement.

3. Residency requirement: A minimum of 60 semester hours must be completed at Oglethorpe to earn an Oglethorpe degree, with 51 of the last 60 hours earned in residence. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as Oglethorpe courses for the purpose of meeting this residency requirement.
4. Successful completion of the EDP general education requirements (see [Sec. 6.2.](#)).
5. Successful completion of B.A.L.S. major requirements (see [Sec. 7.1.](#) for a list of programs leading to the B.A.L.S. degree; see [Sec. 8.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours for each major.
6. Submission of a completed application for degree to the registrar's office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
7. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
8. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
9. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

#### **7.4.3. Bachelor of Business Administration**

1. Admission into the Evening Degree Program (EDP).
2. Completion of a minimum of 120 semester hours with a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than 8 semester hours of independent studies; no more than 15 semester hours taken as a transient at another post-secondary institution; and no more than 12 semester hours of internship are permitted to count toward the 120 semester hour requirement.
3. Residency requirement: A minimum of 60 semester hours must be completed at Oglethorpe to earn an Oglethorpe degree, with 51 of the last 60 hours earned in residence. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as Oglethorpe courses for the purpose of meeting this residency requirement.
4. Successful completion of the EDP general education requirements (see [Sec. 6.2.](#)).
5. Successful completion of B.B.A. major requirements (see [Sec. 7.1.](#) for a list of programs leading to the B.B.A. degree; see [Sec. 8.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours for each major.
6. Submission of a completed application for degree to the registrar's office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
7. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
8. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
9. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

#### **7.4.4. Bachelor of Science**

1. Admission into the Traditional Undergraduate (TU) program.
2. Completion of a minimum of 128 semester hours with a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than 4 semester hours of FYS 201, FYS 202 Student Mentoring for First Year Experience I, II; no more than 8 semester hours of independent studies; no more than 16 semester hours taken as a transient at another post-secondary institution; and no more than 12 semester hours of internship are permitted to count toward the 128 semester hour requirement.
3. Residency requirement: A minimum of 64 semester hours must be completed at Oglethorpe to earn an Oglethorpe degree, with 52 of the last 64 hours earned in residence. Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis and courses in an approved study abroad program (with prior approval of the director of OUSA) count as Oglethorpe courses for the purpose of meeting this residency requirement.
4. Successful completion of TU Core requirements (see [Sec. 6.1.2.](#)).
5. Successful completion of B.S. major requirements (see [Sec. 7.1.](#) for a list of programs leading to the B.S. degree; see [Sec. 8.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours for each major.
6. Successful completion of 1 semester hour of either FYS 101 First Year Seminar I or OGL 101 Introduction to Oglethorpe.
7. For those who matriculated to Oglethorpe as first-time freshmen, successful completion of 12 co-curricular Petrel Points (see [Sec. 9.16.](#)). This requirement is waived for those who matriculated to Oglethorpe as transfer students (including freshman transfer students).
8. Submission of a completed application for degree to the registrar's office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
9. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
10. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
11. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

#### **7.4.5. Master of Arts in Teaching Without Recommendation for Initial Certification**

1. Admission into the graduate program in Early Childhood Education (Grades P-5).
2. Successful completion of the "Common Coursework" (9 graduate courses worth 36 semester hours; see [Sec. 8.13.](#)).
3. Successful completion of a 12 semester hour capstone project, EDU 629 Advanced Special Topics in Education.
4. Maintain a cumulative grade-point average of 3.0 or higher for all graduate work required for the M.A.T. degree. The student must receive the grade of "C-" or higher in all required graduate courses. Additionally, the grades in no more than two required graduate course can be "C+" or less. See [Sec. 8.13.](#) for further details.
5. Maintain satisfactory academic and professional standards.
6. Be admitted to candidacy prior to enrolling in EDU 629.
7. Compile and successfully present an electronic professional portfolio.

8. Complete a minimum of 155 hours of field-based professional practice during the “Common Coursework” component.
9. Submit a completed application for degree to the registrar’s office by the last day of drop/add in the semester in which degree requirements will be completed.
10. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
11. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
12. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

#### **7.4.6. Master of Arts in Teaching With Recommendation for Initial Certification**

1. Admission into the graduate program in Early Childhood Education (Grades P-5).
2. Successful completion of the “Common Coursework” (9 graduate courses worth 36 semester hours; see [Sec. 8.13.](#)).
3. Successful completion of a 12 semester hour student teaching experience, EDU 619 Student Teaching and Capstone Seminar.
4. Maintain a cumulative grade-point average of 3.0 or higher for all graduate work required for the M.A.T. degree. The student must receive the grade of “C-” or higher in all required graduate courses. Additionally, the grades in no more than two required graduate course can be “C+” or less. See [Sec. 8.13.](#) for further details. Finally, a student will be dismissed from the program following two unsuccessful attempts to complete EDU 619, regardless of the grade-point average in prior graduate course work.
5. Maintain satisfactory academic and professional standards.
6. Be admitted to candidacy prior to enrolling in EDU 619.
7. Compile and successfully present an electronic professional portfolio.
8. Complete a minimum of 155 hours of field-based professional practice during the “Common Coursework” component.
9. Pass the GACE Basic Skills Test, pass both GACE Early Childhood Education Tests (Test I and Test II), and successfully complete any remaining certification co-requisites listed in the student’s acceptance letter. See [Sec. 8.13.](#) for further details and potential exemptions.
10. Submit a completed application for degree to the registrar’s office by the last day of drop/add in the semester in which degree requirements will be completed.
11. Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
12. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other test and surveys.
13. Formal faculty and board of trustees approval for graduation. ([Back to ToC](#))

#### **7.5. Choice of *Bulletin* for Graduation**

A student may choose to graduate under any relevant set of graduation requirements that is operational in any *Bulletin* (including any and all revisions) in existence during the student’s tenure at Oglethorpe, except as follows:

- 7.5.1.** *Bulletins* (and their revisions) are defined to have finite lifetimes as viable, functioning documents; see [Sec. 1.4.5.](#) Thus, the *Oglethorpe University Bulletin: 2012-2014* cannot be cited as referencing valid graduation requirements following the conclusion of the 2018-2019 academic year, for example.



- 7.5.2.** Students who leave Oglethorpe and who are subsequently readmitted must follow the *Bulletin* requirements (including graduation requirements) in existence at (or subsequent to) the time of their readmission; see [Sec. 5.25.5](#). Such students may not elect to graduate under requirements in effect prior to the time they left the University even if a *Bulletin* in effect at that time has not yet reached the end of its lifetime.
- 7.5.3.** If courses listed in earlier *Bulletin* versions are no longer offered, no accommodation will necessarily be made. Students will have to select graduation requirements from a *Bulletin* where all required courses are still viable.
- 7.5.4.** If academic programs (majors, minors and certificates) listed in earlier *Bulletin* versions are no longer offered, no accommodations will necessarily be made. Students will have to select programs from among those which are viable at the time of interest. ([Back to ToC](#))

## 8. Major, Minor and Certificate Programs and Their Requirements

### 8.1. Accounting

Programs offered:

- B.S. in Accounting
- B.B.A. in Accounting
- Minor in Accounting (TU)
- Minor in Accounting (EDP)

Accounting is the language of business. Accounting provides quantitative information, primarily financial in nature, about economic entities that is intended to be useful in making business and economic decisions. Accounting students become acquainted with the sources and uses of financial information and develop the analytical ability necessary to produce and interpret such information. The students learn to observe economic activity; to select from that activity the events which are relevant to a particular decision; to measure the economic consequences of those events in quantitative terms; to record, classify and summarize the resulting data and to communicate the information in various reports and statements to the appropriate users and decision makers.

Accounting students gain the conceptual foundation and basic professional skills to begin a career in accounting. There are many attractive career fields including public accounting, industry, government and non-profit organizations. Accounting provides an excellent educational background for anyone going into business. With the skills gained from accounting, the student will have an appropriate background for such related careers as financial services, management, industrial engineering, law and others or the ability to pursue graduate education. Internships are available to help prepare students for an accounting career after graduation. The major in accounting will assist the student to prepare for several qualifying examinations in accounting and finance such as Certified Public Accountant (CPA), Certified Management Accountant (CMA) and Certified Financial Analyst (CFA).

The minor in accounting provides students with a thorough grounding in financial and managerial accounting and an introduction to one or more of the advanced areas of accounting. The accounting minor is appropriate for students who will use accounting information in their career following graduation (whether in a corporate, small business, or a nonprofit setting), for those students who are interested in combining their accounting knowledge with a graduate degree in another field, and for those students who intend to obtain a master's degree in accounting before sitting for the CPA examination.

#### **B.S. in Accounting**

1. The program has a mathematics proficiency requirement which can be fulfilled in either of two ways:
  - a. by achieving a score of 4 or 5 on the Advanced Placement Calculus AB or Calculus BC examination, or
  - b. by earning a grade of "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I. Students satisfying the mathematics proficiency requirement in this manner should take the mathematics placement examination (see [Sec. 5.4.1.](#) and [Sec. 5.4.3.](#)) no later than the start of their first semester at Oglethorpe to ensure the requirement and any prerequisites it demands have been satisfied prior to enrolling in BUS 310 Corporate Finance.
2. Completion of all the following courses:

ACC 230	Financial Accounting
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ACC 231	Managerial Accounting
ACC 240	Business Law
ACC 332	Intermediate Accounting I
ACC 333	Intermediate Accounting II
ACC 334	Cost and Managerial Accounting
ACC 335	Income Tax Accounting: Individuals
ACC 435	Advanced Accounting
ACC 437	Auditing
BUS 260	Principles of Management
BUS 310	Corporate Finance
BUS 350	Marketing
BUS 469	Strategic Management
CSC 101	Spreadsheets and Databases
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
MAT 111	Statistics

3. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. All upper level Accounting courses must be taken at Oglethorpe unless special permission is given by a member of the Accounting faculty.
  - c. No upper level courses taken in completion of the major can be used towards any other major or minor offered within the division of economics and business administration.
  - d. For Accounting majors who are interested in qualifying to take the C.P.A. exam, and particularly if the student ultimately intends to qualify for a C.P.A. license after passing the C.P.A. exam, there is considerable additional coursework required above and beyond that needed for the Accounting major. All such students are strongly urged to consult with a full-time member of the Accounting faculty early enough in the student's career to plan appropriately.

### **B.B.A. in Accounting**

The requirements are identical to those for the B.S. in Accounting (see above).

### **Minor in Accounting (TU)**

1. Completion of all the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
ACC 332	Intermediate Accounting I
ACC 333	Intermediate Accounting II
2. Completion of one additional upper level Accounting course.
3. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.
  - b. All upper level Accounting courses must be taken at Oglethorpe unless special permission is given by a member of the Accounting faculty.
  - c. No upper level courses taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration.

## **Minor in Accounting (EDP)**

The requirements are identical to those for the Minor in Accounting (TU) (see above). ([Back to ToC](#))

## **8.2. American Studies**

Programs offered:

B.A. in American Studies

Minor in American Studies (TU)

The interdisciplinary major in American Studies is designed to provide students with the opportunity to develop a systematic and in-depth understanding of American culture. By combining American studies courses and courses from relevant disciplines (history, literature, the arts, economics and the social sciences), students may explore the relationships of diverse aspects of American life. Students also are able to pursue their special interests within American culture by developing an “area of concentration” that provides a specific focus for much of the work completed in fulfillment of major requirements.

In addition to introducing students to the field of American Studies, the major is designed to help students refine their fundamental intellectual skills, especially their writing and speaking skills. Skills of this sort will serve the student well long after many specific facts, postulates and theories have been forgotten. In short, the American Studies program seeks to prepare humane generalists – individuals who possess those basic qualities so necessary for leadership in a rapidly changing world.

### **B.A. in American Studies**

1. Completion of all the following courses:

ECO 326	United States Economic History
ENG 303	American Poetry
HIS 130	United States History to 1865
HIS 330	Between World Wars: The United States, 1920-1945
HIS 331	The Age of Affluence: The United States Since 1945
SOC 202	The American Experience (to be taken in the freshman or sophomore year)

2. Completion of five of the following courses:

CRS 260	Writing for Business and the Professions
ECO 421	Money and Banking
ECO 424	Labor Economics
ECO 425	Public Finance
EDU 101	Introduction to Education
ENG 393	Special Topics in Literature and Culture: Literature in the 1920s
ENG 394	Special Topics in Major British and American Authors
HIS 431	History of United States Foreign Relations
POL 201	Constitutional Law
POL 302	American Political Parties
POL 303	Congress and the Presidency
POL 304	African-American Politics
POL 311	United States Foreign Policy
SOC 201	The Family
ULP 303	The New American City

### **Minor in American Studies (TU)**

1. Completion of SOC 202 The American Experience (to be taken in the freshman or sophomore year).
2. Completion of three of the following courses:

ECO 326	United States Economic History
ENG 303	American Poetry
HIS 130	United States History to 1865
HIS 330	Between World Wars: The United States, 1920-1945
HIS 331	The Age of Affluence: The United States Since 1945 ( <a href="#">Back to ToC</a> )

### **8.3. Art**

Programs offered:

Minor in Art (EDP)

The student should consult the program descriptions under the Art History ([Sec. 8.4.](#)) and Studio Art ([Sec. 8.35.](#)) categories.

### **Minor in Art (EDP)**

1. Completion of at least four art courses, including at least one art history course and at least one studio art course.
2. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.
  - b. A minimum of 12 semester hours required for the minor must be completed at Oglethorpe. ([Back to ToC](#))

### **8.4. Art History**

Programs offered:

B.A. in Art History

Minor in Art History (TU)

The art history major provides students with an intellectual, aesthetic and historical foundation for the study of all visual arts, including architecture, sculpture, painting, photography and nascent media. The courses which make up the art history major have been designed to be integrally related to the liberal arts experience, complementing other courses and majors which are already offered at Oglethorpe by providing comparative historical, cultural and philosophical reference points, while at the same time functioning as a rigorous, free-standing discipline. The curriculum prepares students to go on to graduate school in art history and for careers such as museum work, education and art consulting.

### **B.A. in Art History**

1. Completion of ART 350 Modern Art History.
2. Completion of two Studio Art courses in any two different media.
3. Completion of seven additional Art History courses. Up to two of these can be replaced by courses drawn from the following list (\* = contingent upon the course being offered):

CRS 101	Theories of Communication and Rhetoric
CRS 420	Media, Culture and Society
ENG 101	Ancient Literature

ENG 102	Medieval and Renaissance Literature
HIS 201	Ancient Greece
HIS 301	History of Christianity
INT 290	Special Topics in Interdisciplinary Studies: Sex and Gender in Cinema*
INT 290	Special Topics in Interdisciplinary Studies: Art of the Film I, II*
PHI 207	Aesthetics
SOC 305	Film and Society
WGS 280	Gender, Culture and Communication

4. Additional requirements and things to note:
  - a. Students are encouraged, but not required, to take COR 104 Art and Culture prior to taking upper level art history courses.

### **Minor in Art History (TU)**

1. Completion of four Art History courses and one Studio Art course, for a total of at least 20 semester hours. ([Back to ToC](#))

### **8.5. Art, Studio (please see [Studio Art](#))**

### **8.6. Behavioral Science and Human Resource Management**

Programs offered:

B.A. in Behavioral Science and Human Resource Management

Human resource management builds communities through the study of people and the workplace. The focus of the major is the connection between theory and application as it applies to meeting the needs of both the employee and employer. Students majoring in behavioral science and human resource management will study theories and concepts focused on understanding and effectively managing the human resource component of an organization as the knowledge and skills of employees are recognized as the critical source of competitive advantage in today's global marketplace.

All of this is accomplished through an interdisciplinary program relying on courses in psychology, sociology, management, economics and other related business courses. Topics can be categorized into three broad areas: 1) personnel issues such as job analysis, selection, compensation, and labor relations; 2) worker issues such as motivation, job satisfaction and leadership; 3) group issues including group processes, power and organizational structure.

With skills gained through this major students will have a foundation for careers in human resource management or general management or to pursue graduate studies in industrial-organizational psychology, industrial relations and business, as well as human resource management.

### **B.A. in Behavioral Science and Human Resource Management**

1. Completion of all of the following courses:
 

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
BUS 260	Principles of Management
BUS 362	Human Resources Management
BUS 382	Management-Labor Relations
CSC 101	Spreadsheets and Databases

- |         |                              |
|---------|------------------------------|
| ECO 120 | Principles of Microeconomics |
| ECO 122 | Principles of Macroeconomics |
| MAT 111 | Statistics                   |
| PSY 202 | Organizational Psychology    |
| PSY 204 | Social Psychology            |
| PSY 303 | Psychological Testing        |
2. Completion of two of the following behavioral science courses:

PSY 203	Learning and Conditioning
PSY 205	Theories of Personality
PSY 301	Research Methods
SOC 302	The Sociology of Work and Occupations
  3. Completion of two of the following business administration courses:

BUS 240	Business Law I
BUS 310	Corporate Finance
BUS 350	Marketing
BUS 462	Recruitment and Selection
ECO 220	Intermediate Microeconomics
ECO 424	Labor Economics
  4. Additional requirements and things to note:
    - a. A grade of "C-" or better is required in all courses contributing to the major.
    - b. No upper level courses taken in completion of the major can be used towards any other major or minor offered within the division of economics and business administration. ([Back to ToC](#))

## 8.7. Biology

Programs offered:

B.S. in Biology

Minor in Biology (TU)

The curriculum in Biology provides a foundation in both classical and contemporary biological concepts and prepares the student for continuing intellectual growth and professional development in the life sciences. These goals are achieved through completion of a set of courses that provide a comprehensive background in basic scientific concepts through lectures, discussion, exploration of the primary literature, writings, oral presentations, research, and field and laboratory exercises. The program supplies the appropriate background for employment in research institutions, non-government and government institutions and industry; the curriculum also contributes to the preparation of students for graduate school and for professional schools of medicine, dentistry, veterinary medicine and the like.

All introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites, and some also have mathematics co-requisites. Several of these introductory-level science courses are required for the Biology major and minor. While the mathematics prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to take the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any (or all) of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) and [Sec. 5.4.2.](#) for additional information. Students who satisfy the relevant mathematics proficiency prerequisites their first semester at Oglethorpe are urged to register for science courses right away. Students needing additional math preparation must acquire the needed expertise in time to begin science

courses in their sophomore year in order to graduate within four years. This urgency is particularly amplified given the fact that many science courses are not offered every year.

Students interested in pursuing careers in biomedical sciences and allied health studies (that is, those wishing to eventually attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science, etc.), or those interested in medical school or other similar healthcare professional school (dentistry, optometry, pharmacy, veterinary medicine, etc.) should immediately familiarize themselves with [Secs. 5.7.3.1.](#) and [5.7.3.3.](#) of this *Bulletin*, and should seek the specialized advising that is recommended in those sections.

Students interested in pursuing careers in scientific illustration with a biological science emphasis or careers in medical illustration should immediately familiarize themselves with [Sec. 5.7.3.4.](#) of this *Bulletin*, and should seek the specialized advising that is therein encouraged.

### **B.S. in Biology**

1. Completion of all of the following courses, each with a grade of “C-” or better:

BIO 101	General Biology I
BIO 102	General Biology II
BIO 201	Genetics
BIO 252	Biology Seminar
BIO 490	Advanced Special Topics in Biology: Evolution Seminar
CHM 101	General Chemistry I (and laboratory, CHM 101L)
CHM 102	General Chemistry II (and laboratory, CHM 102L)
CHM 201	Organic Chemistry I (and laboratory, CHM 201L)
MAT 111	Statistics

2. Completion of either PHY 101 General Physics I (and laboratory, PHY 101L) or PHY 102 General Physics II (and laboratory, PHY 102L) with a grade of “C-” or better in each.

3. Completion of any two of the following “Category A” electives:

BIO 290	Cancer Biology
BIO 313	Developmental Biology
BIO 418	Cell Biology

4. Completion of any two of the following “Category B” electives:

BIO 202	Microbiology
BIO 317	Biochemistry
BIO 326	Vascular Plants
BIO 414	Molecular Biology and Biotechnology

5. Completion of any two of the following “Category C” electives:

BIO 215	Animal Behavior
BIO 301	Comparative Vertebrate Anatomy
BIO 402	Human Physiology

6. Completion of any two of the following “Category D” electives:

BIO 280	Conservation Biology in Hawaii
BIO 320	Urban Ecology
BIO 380	Conservation Biology
BIO 423	Ecology

7. Additional requirements and things to note:

- a. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.



## **Minor in Biology (TU)**

1. Completion of all of the following courses:

BIO 101	General Biology I
BIO 102	General Biology II
BIO 201	Genetics
2. Completion of one additional 5 semester hour Biology elective listed among the Category A, B, C or D electives for the major (see above). Other 5 hour Biology electives may also qualify, but only with Biology faculty pre-approval.
3. Additional requirements and things to note:
  - a. Students minoring in Biology are not exempt from the prerequisites for the Biology courses and thus also will complete CHM 101 General Chemistry I (and laboratory, CHM 101L), CHM 102 General Chemistry II (and laboratory, CHM 102L) and CHM 201 Organic Chemistry I (and laboratory, CHM 201L). ([Back to ToC](#))

## **8.8. Biopsychology**

Programs offered:

B.S. in Biopsychology

Biopsychology is the study of the biological bases of behavior, including the molecular and cellular basis of neural functioning and how systems of neurons relate to behavior. By its nature, biopsychology is an interdisciplinary field of study that encompasses biology, chemistry, and psychology. The field is broad and researchers may find themselves studying the brain from a chemical, cellular, genetic, developmental, behavioral, cognitive, or social behavioral perspectives. A graduate with a Bachelor of Science in Biopsychology could pursue careers or graduate programs in neuroscience, neuropsychology, or the allied health fields.

Due to the broad study of the major, students should consult with their academic advisor to create a coherent program of study that is best suited to each student's goals.

Students interested in pursuing careers in biomedical sciences and allied health studies (that is, those wishing to eventually attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science, etc.), or those interested in medical school or other similar healthcare professional school (dentistry, optometry, pharmacy, veterinary medicine, etc.) should immediately familiarize themselves with [Sec. 5.7.3.1.](#) and [Sec. 5.7.3.3.](#) of this *Bulletin*, and should seek the specialized advising that is recommended in those sections

All introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites, and some also have mathematics co-requisites. Several of these introductory-level science courses are required for the Biopsychology major. While the mathematics prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to take the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any (or all) of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) and [Sec. 5.4.2.](#) for additional information. .

### **B.S. in Biopsychology**

1. Completion of all of the following courses:

BIO 101	General Biology I
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BIO 102	General Biology II
BIO 201	Genetics
BIO 215	Animal Behavior
CHM 101	General Chemistry I (and laboratory, CHM 101L)
CHM 102	General Chemistry II (and laboratory, CHM 102L)
MAT 111	Statistics
PSY 101	Introduction to Psychology
PSY 209	Behavioral Neuroscience
PSY 301	Research Methods
PSY 307	Cognitive Psychology
PSY 308	Sensation and Perception
PSY 310	Drugs, the Brain and Behavior
PSY 401	Advanced Special Topics in Biopsychology

2. Additional requirements and things to note:

- a. Oglethorpe students contemplating taking any of the courses required for the major as transients at other post-secondary institutions are cautioned to follow Oglethorpe's transient student policy (see [Sec. 5.8.6.1.](#)).
- b. Courses taken to complete this major may not be used to fulfill the requirements of a minor in a related field. ([Back to ToC](#))

## 8.9. Business Administration

Programs offered:

- B.S. in Business Administration
- B.B.A in Business Administration
- Minor in Business Administration (TU)
- Minor in Business Administration (EDP)

Business Administration prepares students for careers in the business world. Business teaches not only knowledge and use of business terminology but introduces all the major disciplines of a business entity including finance, accounting, marketing, and management. Throughout the curriculum there is an emphasis on strategic thinking, leadership, problem solving, interpersonal as well as oral and written communication skills. Business students study all functional areas of business to enable them to have an appropriate foundation for related careers in advertising, financial services, banking, marketing, management or to pursue graduate education. Internships are available to prepare students for careers after graduation.

In addition to preparing students for business careers and graduate school, the program in business administration provides a strong foundation for other careers. Students gain administrative skills and methods of inquiry that are applicable in governmental and non-profit organizations. Since much legal practice involves business and knowledge of business terminology and institutions, this major is an excellent background for the study and practice of law. Those who may wish to pursue a legal career should consult [Sec. 5.7.3.2.](#) of this *Bulletin* as soon as practicable.

A minor in business administration is designed to provide the student with an elementary foundation in the major disciplines within business administration. It is a useful minor for students who wish to prepare for an entry-level position in business while pursuing another major outside of business administration. It is also useful for those who wish to later pursue a graduate degree in business.

## **B.S. in Business Administration**

1. The program has a mathematics proficiency requirement which can be fulfilled in either of two ways:
  - a. by achieving a score of 4 or 5 on the Advanced Placement Calculus AB or Calculus BC examination, or
  - b. by earning a grade of "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I.  
Students satisfying the mathematics proficiency requirement in this manner should take the mathematics placement examination (see [Sec. 5.4.1.](#) and [Sec. 5.4.3.](#)) no later than the start of their first semester at Oglethorpe to ensure the requirement and any prerequisites it demands have been satisfied prior to enrolling in BUS 310 Corporate Finance.
2. Completion of all the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
BUS 240	Business Law
BUS 260	Principles of Management
BUS 310	Corporate Finance
BUS 350	Marketing
BUS 469	Strategic Management
CSC 101	Spreadsheets and Databases
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
MAT 111	Statistics
3. Completion of four additional upper level, non-internship Business Administration electives. At most, one of these courses can be replaced by:
  - BUS 495 Internship in Business Administration (4 semester hours); or
  - An upper level Accounting elective; or
  - An upper level Economics elective.These four electives may be taken in different areas or focused in the areas of finance, management or marketing.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. No upper level courses taken in completion of the major can be used towards any other major or minor offered within the division of economics and business administration.

## **B.B.A. in Business Administration**

The requirements are identical to those for the B.S. in Business Administration (see above).

## **Minor in Business Administration (TU)**

1. Completion of one of the following courses:

ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
2. Completion of all of the following courses:

ACC 230	Financial Accounting
BUS 260	Principles of Management
BUS 350	Marketing
3. Completion of one additional upper level Business Administration course.

4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.
  - b. No upper level courses within taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration.

#### **Minor in Business Administration (EDP)**

The requirements are identical to those for the Minor in Business Administration (TU) (see above). ([Back to ToC](#))

### **8.10. Chemistry**

Programs offered:

B.S. in Chemistry

Minor in Chemistry (TU)

The chemistry program covers four general areas of chemistry: inorganic, organic, physical and analytical. The first half of a student's chemistry curriculum involves courses which present the fundamentals of the various areas. The second half of the curriculum consists of advanced courses which cover specialized topics in chemistry. In addition to factual knowledge about chemistry, the student gains an understanding about the scientific method and a systematic approach to research. A large portion of the chemistry curriculum includes laboratory courses. These courses teach the techniques and skills used in chemical experimentation.

A student who has completed the Bachelor of Science program in chemistry has several career options. These options include technical or analytical work in a chemical laboratory and non-research positions in the chemical industry such as sales or marketing. Another option is to enter a graduate or professional school. Graduates interested in doing chemical research should pursue the Master of Science or Doctoral degrees. Those interested in professions such as medicine or dentistry would enter the appropriate professional school after receiving the Bachelor of Science degree. Lastly, the chemistry major is an excellent preparation for careers as diversified as patent law and teaching.

Students interested in pursuing careers in biomedical sciences and allied health studies (that is, those wishing to eventually attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science, etc.), or those interested in medical school or other similar healthcare professional school (dentistry, optometry, pharmacy, veterinary medicine, etc.) should immediately familiarize themselves with [Secs. 5.7.3.1.](#) and [5.7.3.3.](#) of this *Bulletin*, and should seek the specialized advising that is recommended in those sections.

Students interested in pursuing careers in scientific illustration with a physical science emphasis should immediately familiarize themselves with [Sec. 5.7.3.4.](#) of this *Bulletin*, and should seek the specialized advising that is therein encouraged.

All introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites, and some also have mathematics co-requisites. Several of these introductory-level science courses are required for the Chemistry major and minor. While the mathematics prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to take the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any (or all) of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) and [Sec. 5.4.2.](#) for additional information. Students who satisfy the relevant mathematics

proficiency prerequisites their first semester at Oglethorpe are urged to register for science courses right away. Students needing additional math preparation must acquire the needed expertise in time to begin science courses in their sophomore year in order to graduate within four years. This urgency is particularly amplified given the fact that many science courses are not offered every year.

### **B.S. in Chemistry**

1. Completion of all of the following courses, each with a grade of "C-" or better:

CHM 101	General Chemistry I (and laboratory, CHM 101L)
CHM 102	General Chemistry II (and laboratory, CHM 102L)
CHM 201	Organic Chemistry I (and laboratory, CHM 201L)
CHM 202	Organic Chemistry II (and laboratory, CHM 202L)
2. Completion of all of the following courses:

CHM 301	Physical Chemistry I (and laboratory, CHM 301L)
CHM 302	Physical Chemistry II (and laboratory, CHM 302L)
CHM 310	Elementary Quantitative Analysis (and laboratory, CHM 310L)
CHM 422	Instrumental Methods of Chemical Analysis (and laboratory, CHM 422L)
CHM 424	Advanced Organic Chemistry (and laboratory, CHM 424L)
CHM 432	Inorganic Chemistry (and laboratory, CHM 432L)
CHM 434	Organic Spectroscopy (and laboratory, CHM 434L)
3. Additional requirements and things to note:
  - a. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.

### **Minor in Chemistry (TU)**

1. Completion of all of the following courses:

CHM 101	General Chemistry I (and laboratory, CHM 101L)
CHM 102	General Chemistry II (and laboratory, CHM 102L)
CHM 201	Organic Chemistry I (and laboratory, CHM 201L)
CHM 202	Organic Chemistry II (and laboratory, CHM 202L)
CHM 310	Elementary Quantitative Analysis (and laboratory, CHM 310L)
2. Completion of one additional lecture course (lab optional) drawn from among the Chemistry courses required for the major. ([Back to ToC](#))

## **8.11. Communication and Rhetoric Studies**

Programs offered:

- B.A. in Communication and Rhetoric Studies
- B.A.L.S. in Communication and Rhetoric Studies
- Minor in Communication and Rhetoric Studies (TU)
- Minor in Communication and Rhetoric Studies (EDP)

The program in communication and rhetoric studies prepares students to become critically reflective citizens and practitioners in professions, including journalism, public relations, law, politics, broadcasting, advertising, public service, corporate communications and publishing. Students learn to perform effectively as ethical communicators – as speakers, writers, readers and researchers who know how to examine and engage audiences, from local to global situations. Majors acquire theories, research methods and practices for producing as well as judging communication of all kinds – written, spoken, visual and multi-media. The program

encourages students to understand messages, audiences and media as shaped by social, historical, political, economic and cultural conditions. Students have the opportunity to receive hands-on experience in a communication field of their choice through an internship. A leading center for the communications industry, Atlanta provides excellent opportunities for students to explore career options and apply their skills.

### **B.A. in Communication and Rhetoric Studies**

1. Completion of all of the following courses:

CRS 101	Theories of Communication and Rhetoric
CRS 110	Public Speaking I
CRS 120	Introduction to Media Studies
2. Completion of two of the following courses, only one of which may be a Writing (WRI) course:

CRS 240	Journalism
CRS 260	Writing for Business and the Professions
CRS 310	Public Relations Writing
CRS 320	Persuasive Writing
WRI 290	Special Topics in Writing
WRI 490	Advanced Special Topics in Writing
3. Completion of five of the following courses, with at least three of them bearing the CRS designation. Two of the five (not including CRS 401 Internship in Communication and Rhetoric Studies) must be completed at the 400-level. CRS 401 Internship in Communication and Rhetoric Studies may be taken for a maximum of 6 semester hours counting toward the major.

CRS 111	Public Speaking II
CRS 115	Video Production
CRS 200	Independent Study in Communication and Rhetoric
CRS 215	Documentary Filmmaking
CRS 280	Gender, Culture, and Communication
CRS 290	Special Topics in Communication and Rhetoric Studies:
CRS 340	Mass Media Effects
CRS 400	Advanced Independent Study in Communication and Rhetoric Studies
CRS 401	Internship in Communication and Rhetoric Studies
CRS 415	Survey of Research Methods
CRS 420	Media, Culture and Society
CRS 470	Globalization and the Media
CRS 480	Rhetoric of Human Rights
CRS 490	Advanced Special Topics in Communication and Rhetoric Studies
ENG 230	Creative Writing
ENG 331	Writing Prose, Fiction and Nonfiction
WRI 200	Independent Study in Writing
WRI 290	Special Topics in Writing
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. All majors must also complete a TU minor course of study to connect their field to a related body of knowledge and to enhance career possibilities. Students are encouraged to broaden their knowledge and skills through this required minor in such areas as art, philosophy,

psychology, business administration, politics and international studies. This minor requirement may not be fulfilled by the (TU) Writing minor.

- c. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
- d. Though CRS 401 Internship in Communication and Rhetoric Studies may be taken more than once, a maximum of 6 semester hours may be applied to the major. Any additional semester hours earned from CRS 401 will be applied to general electives.

### **B.A.L.S. in Communication and Rhetoric Studies**

1. Completion of all of the following courses:

CRS 101	Theories of Communication and Rhetoric
CRS 110	Public Speaking I
CRS 120	Introduction to Media Studies
2. Completion of two of the following courses:

CRS 240	Journalism
CRS 260	Writing for Business and the Professions
CRS 310	Public Relations Writing
CRS 320	Persuasive Writing
WRI 290	Special Topics in Writing
WRI 490	Advanced Special Topics in Writing
3. Completion of five of the following courses, with at least three of them bearing the CRS designation. Two of the five (not including CRS 401 Internship in Communication and Rhetoric Studies) must be completed at the 400-level. CRS 401 Internship in Communication and Rhetoric Studies may be taken for a maximum of 6 semester hours counting toward the major.

CRS 111	Public Speaking II
CRS 280	Gender, Culture and Communication
CRS 290	Special Topics in Communication and Rhetoric Studies
CRS 340	Mass Media Effects
CRS 401	Internship in Communication and Rhetoric Studies
CRS 415	Survey of Research Methods
CRS 420	Media, Culture and Society
CRS 470	Globalization and the Media
CRS 480	Rhetoric of Human Rights
CRS 490	Advanced Special Topics in Communication and Rhetoric Studies
ENG 230	Creative Writing
WRI 290	Special Topics in Writing
WRI 490	Advanced Special Topics in Writing
4. Completion of two semesters of a single foreign language.
5. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. All majors must also complete an EDP minor course of study to connect their field to a related body of knowledge.
  - c. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.

- d. Though CRS 401 Internship in Communication and Rhetoric Studies may be taken more than once, a maximum of 6 semester hours may be applied to the major. Any additional semester hours earned from CRS 401 will be applied to general electives.

### **Minor in Communication and Rhetoric Studies (TU)**

1. Completion of all of the following courses:
  - CRS 101 Theories of Communication and Rhetoric
  - CRS 120 Introduction to Media Studies
2. Completion of one of the following courses:
  - CRS 240 Journalism
  - CRS 260 Writing for Business and the Professions
  - CRS 310 Public Relations Writing
  - CRS 320 Persuasive Writing
3. Completion of two of the following courses, at least one of which must be at the 400-level.
  - CRS 110 Public Speaking I
  - CRS 111 Public Speaking II
  - CRS 115 Video Production
  - CRS 215 Documentary Filmmaking
  - CRS 280 Gender, Culture, and Communication
  - CRS 290 Special Topics in Communication and Rhetoric Studies
  - CRS 340 Mass Media Effects
  - CRS 420 Media, Culture and Society
  - CRS 470 Globalization and the Media
  - CRS 480 Rhetoric of Human Rights
  - CRS 490 Advanced Special Topics in Communication and Rhetoric Studies
4. Additional requirements and things to note:
  - a. A student may earn a Communication and Rhetoric Studies minor or a Writing minor, but not both.
  - b. At least three of the courses contributing to the minor must be taken at Oglethorpe.

### **Minor in Communication and Rhetoric Studies (EDP)**

1. Completion of all of the following courses:
  - CRS 101 Theories of Communication and Rhetoric
  - CRS 120 Introduction to Media Studies
2. Completion of one of the following courses:
  - CRS 220 Investigative Writing
  - CRS 240 Journalism
  - CRS 260 Writing for Business and the Professions
  - CRS 310 Public Relations Writing
  - CRS 320 Persuasive Writing
3. Completion of two of the following courses, at least one of which must be at the 400-level.
  - CRS 110 Public Speaking I
  - CRS 111 Public Speaking II
  - CRS 280 Gender, Culture, and Communication
  - CRS 290 Special Topics in Communication and Rhetoric Studies
  - CRS 340 Mass Media Effects



CRS 420	Media, Culture and Society
CRS 470	Globalization and the Media
CRS 480	Rhetoric of Human Rights
CRS 490	Advanced Special Topics in Communication and Rhetoric Studies

4. Additional requirements and things to note:

- a. At least three of the courses contributing to the minor must be taken at Oglethorpe. ([Back to ToC](#))

## 8.12. Computer Science

Programs offered:

Minor in Computer Science (TU)

Computer Science is the study of theoretical foundations of information and computation. We start with a basic introduction to programming and progress to more specific and abstract topics related to information and computation. Upon graduation, Computer Science minors will be prepared for a variety of careers and graduate school in areas related to computing including bioinformatics, human-computer interaction, and cryptography.

The successful computer science minor will:

- Sharpen his/her problem-solving skills;
- Communicate fluently in a programming language in a way that exhibits good software engineering techniques; and
- Communicate fluently spoken English using the algorithms and data structures of computer science.

The minor in Computer Science has only been recently restarted, and regular course offerings beyond the introductory and data structures level have not been approved yet and may be sporadic. As such, students interested in a minor in Computer Science should consult with a faculty member in Mathematics or Computer Science before planning a minor in Computer Science to verify that such a minor can be completed in their time at Oglethorpe.

### Minor in Computer Science (TU)

1. Completion of all of the following courses:

CSC 201	Introduction to Programming
CSC 202	Data Structures

2. Completion of three additional 4 semester hour Computer Science courses at the upper level.

3. Additional requirements and things to note:

- a. A grade of "C-" or better is required in all courses contributing to the minor. ([Back to ToC](#))

## 8.13. Early Childhood Education

Programs offered:

M.A.T. in Early Childhood Education (Grades P-5) Without Recommendation for Initial Certification

M.A.T. in Early Childhood Education (Grades P-5) With Recommendation for Initial Certification

The Master of Arts in Teaching Early Childhood Education (Grades P-5) program is based on a commitment to a broad liberal arts background as the best content preparation for teaching, and to prepare teachers for the diverse populations of metropolitan schools. The MAT program emphasizes excellence in academic content and

in P – 5 pedagogical practices. The teacher education program has strong partnerships in the Atlanta community – both urban and suburban – which offers students a wide variety of professional practice placements throughout their tenure in the program. The program offers both the Master of Arts in Teaching degree (M.A.T.) and coursework and practicum opportunities to fulfill the requirements for initial certification of Early Childhood educators (Grades P – 5) upon recommendation to the Georgia Professional Standards Commission. Successful completion of all program requirements is necessary to be recommended for an initial teaching certificate.

The M.A.T. program in Early Childhood Education is approved by the Georgia Professional Standards Commission to recommend students for the P-5 certificate.

### **M.A.T. in Early Childhood Education (Grades P-5) Without Recommendation for Initial Certification**

1. Completion of the following courses, which comprise the “Common Coursework,” each with a grade of “C-” or better:

EDU 601	Exploring Constructivist Teaching and Learning
EDU 603	Assessing Teaching and Learning
EDU 605	Literacies Workshop
EDU 606	Culture and Learning
EDU 611	Arts of Diverse Peoples
EDU 612	Literacy and Literature
EDU 613	Studies of Diverse Cultures
EDU 614	Mathematical Inquiry
EDU 615	Inquiring Into Science
2. Completion of a 12 semester hour capstone project, EDU 629 Advanced Special Topics in Education, under the supervision of a division of education faculty member or his/her designate. Projects must be approved by the division prior to enrollment in EDU 629. A grade of “C-” or higher is required.
3. Additional requirements and things to note:
  - a. Each student must be admitted to candidacy before enrolling in EDU 629. The candidacy application must be filed with the chair of the division of education. Admission to candidacy may be given or denied following a careful review of all requirements, including dispositions for teaching as demonstrated in the field experience. Notice of action taken on the candidacy application will be given in writing to the student.
  - b. Each student’s cumulative grade-point average (GPA) for all coursework specified above must be 3.0 or higher.
  - c. Any student who falls below a 3.0 cumulative GPA or has a total of two course grades of “C+” or below will be placed on academic probation. A student who receives a third grade of “C+” or below or who does not achieve a 3.0 cumulative GPA upon completion of three additional graduate courses will be dismissed from the program.
  - d. All students must complete a minimum of 155 hours of field-based professional practice during the “Common Coursework” component. All requirements for field-based professional practice are outlined in detail in the M.A.T. Program Handbook, which is provided at the orientation prior to the start of each student’s first semester.
  - e. If in any case the candidate fails to maintain satisfactory academic and professional standards, a review by the teacher education council will determine the student’s continuation in the program.
  - f. Each student must compile and successfully present an electronic professional portfolio.

## **M.A.T. in Early Childhood Education (Grades P-5) With Recommendation for Initial Certification)**

1. Completion of the following courses, which comprise the “Common Coursework,” each with a grade of “C-” or better:

EDU 601	Exploring Constructivist Teaching and Learning
EDU 603	Assessing Teaching and Learning
EDU 605	Literacies Workshop
EDU 606	Culture and Learning
EDU 611	Arts of Diverse Peoples
EDU 612	Literacy and Literature
EDU 613	Studies of Diverse Cultures
EDU 614	Mathematical Inquiry
EDU 615	Inquiring Into Science
2. Completion of a 12 semester hour, semester-long student teaching experience, EDU 619 Student Teaching and Capstone Seminar. Students must complete EDU 619 successfully in a full-day K-5 program, with no more than two attempts to successfully complete this course. All requirements for student teaching are outlined in detail in the M.A.T. Program Handbook, which is provided at the orientation prior to the start of each student’s first semester. A grade of “C-” or higher is required.
3. Additional requirements and things to note:
  - a. Each student must be admitted to candidacy before enrolling in EDU 619. The candidacy application must be filed with the chair of the division of education. Admission to candidacy may be given or denied following a careful review of all requirements, including dispositions for teaching as demonstrated in the field experience. Notice of action taken on the candidacy application will be given in writing to the student.
  - b. Each student’s cumulative grade-point average (GPA) for all coursework specified above must be 3.0 or higher.
  - c. Any student who falls below a 3.0 cumulative GPA or has a total of two course grades of “C+” or below will be placed on academic probation. A student who receives a third grade of “C+” or below or who does not achieve a 3.0 cumulative GPA upon completion of three additional graduate courses will be dismissed from the program. A student also will be dismissed from the program following two unsuccessful attempts to complete EDU 619 Student Teaching and Capstone Seminar, regardless of the cumulative GPA in prior graduate course work.
  - d. All students must complete a minimum of 155 hours of field-based professional practice during the “Common Coursework” component. All requirements for field-based professional practice are outlined in detail in the M.A.T. Program Handbook, which is provided at the orientation prior to the start of each student’s first semester.
  - e. If in any case the candidate fails to maintain satisfactory academic and professional standards, a review by the teacher education council will determine the student’s continuation in the program.
  - f. Each student must compile and successfully present an electronic professional portfolio.
  - g. Each student must:
    - Pass the GACE Basic Skills Test
    - Pass both GACE Early Childhood Education Tests (Test I and Test II)
    - Successfully complete any remaining certification co-requisites listed in the student’s acceptance letter. Deadlines for these requirements are outlined in the M.A.T. Program Handbook.

Please note that students may be exempted from the GACE Basic Skills test with the following scores:

- SAT minimum total score 1000, combined Critical Reasoning and Mathematics.
- ACT minimum total score 43, combined English and Mathematics.
- GRE minimum total score 1030, combined Verbal and Quantitative Reasoning, if tested before August 1, 2011.
- GRE minimum total score 297, combined Verbal and Quantitative Reasoning, if tested after August 1, 2011. ([Back to ToC](#))

## 8.14. Economics

Programs offered:

B.A. in Economics

B.S. in Economics

Minor in Economics (TU)

Economics is the study of decision making. Economics is used to examine individual behavior, interactions and the resulting social order. Basic economic principles govern all action. It is valuable to go into negotiations in markets, as well as the voting booth, prepared with a clear understanding of the business strategies, government policies and decision outcomes that will affect society. Knowledge of how markets function is helpful to both business people and voters who will make decisions about such market-related economic matters as taxes, interest ceilings, minimum wages and public utility rates. A student majoring in Economics will evaluate property rights assessments, the incentives created and resulting social order, replacing uninformed opinions about complex situations with disciplined thought.

Students majoring in Economics will be prepared to analyze complex problems and communicate their findings. The student will be introduced to the technical terminology of business, analytical tools for problem solving and communication methods, including business writing and presentation. Internships are available to provide preparation for careers after graduation.

The major provides an excellent foundation for careers in business, law, politics, as well as government and other not-for-profit entities or to pursue graduate studies in Economics or Business Administration.

### **B.A. in Economics**

1. The program has a mathematics proficiency requirement which can be fulfilled in either of two ways:
  - a. by achieving a score of 4 or 5 on the Advanced Placement Calculus AB or Calculus BC examination, or
  - b. by earning a grade of "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I.  
Students satisfying the mathematics proficiency requirement in this manner should take the mathematics placement examination (see [Sec. 5.4.1.](#) and [Sec. 5.4.3.](#)) no later than the start of their first semester at Oglethorpe to ensure the requirement and any prerequisites it demands have been satisfied prior to enrolling in ECO 220 Intermediate Microeconomics.
2. Completion of all of the following courses:

CSC 101	Spreadsheets and Databases
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
ECO 220	Intermediate Microeconomics

ECO 222 Intermediate Macroeconomics

ECO 429 Econometrics

MAT 111 Statistics

3. Completion of four upper level courses in Economics, which can include ECO 426 Internship in Economics only when taken once and only for a maximum of 4 semester hours.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. No upper level courses taken in completion of the major can be used towards any other major or minor offered within the division of economics and business administration.

### **B.S. in Economics**

1. The program has a mathematics proficiency requirement which can be fulfilled in either of two ways:
  - a. by achieving a score of 4 or 5 on the Advanced Placement Calculus AB or Calculus BC examination, or
  - b. by earning a grade of "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I. Students satisfying the mathematics proficiency requirement in this manner should take the mathematics placement examination (see [Sec. 5.4.1.](#) and [Sec. 5.4.3.](#)) no later than the start of their first semester at Oglethorpe to ensure the requirement and any prerequisites it demands have been satisfied prior to enrolling in ECO 220 Intermediate Microeconomics.
2. Completion of all of the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
BUS 260	Principles of Management
BUS 310	Corporate Finance
BUS 350	Marketing
CSC 101	Spreadsheets and Databases
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
ECO 220	Intermediate Microeconomics
ECO 222	Intermediate Macroeconomics
ECO 429	Econometrics
MAT 111	Statistics
3. Completion of three upper level courses in Economics, which can include ECO 426 Internship in Economics only when taken once and only for a maximum of 4 semester hours.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. No upper level courses taken in completion of the major can be used towards any other major or minor offered within the division of economics and business administration.

### **Minor in Economics (TU)**

1. The program has a mathematics proficiency requirement which can be fulfilled in either of two ways:
  - a. by achieving a score of 4 or 5 on the Advanced Placement Calculus AB or Calculus BC examination, or
  - b. by earning a grade of "C-" or better in MAT 121 Applied Calculus or MAT 131 Calculus I. Students satisfying the mathematics proficiency requirement in this manner should take the mathematics placement examination (see [Sec. 5.4.1.](#) and [Sec. 5.4.3.](#)) no later than the start of

their first semester at Oglethorpe to ensure the requirement and any prerequisites it demands have been satisfied prior to enrolling in ECO 220 Intermediate Microeconomics.

2. Completion of all of the following courses:

ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
ECO 220	Intermediate Microeconomics
ECO 222	Intermediate Macroeconomics
3. Completion of two upper level courses in Economics.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.
  - b. No upper level courses within taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration. ([Back to ToC](#))

### 8.15. Educational Studies

Programs offered:

- Minor in Educational Studies (TU): Precertification Track
- Minor in Educational Studies (TU): Education and Learners Track
- Minor in Educational Studies (TU): Education and Culture Track

Grounded in the liberal arts tradition, the Educational Studies program emphasizes strong academic preparation of teachers who are lifelong learners. Teacher education is designed to challenge students to think critically about issues in education, to be informed decision makers and to become change agents in their schools. With strong connections to the Atlanta community, both urban and suburban, Oglethorpe is committed to preparing teachers for the variety of settings and diverse populations of metropolitan schools.

There are three tracks through the minor:

- Precertification Track: Allows students to complete courses that are prerequisite requirements for the M.A.T. in Early Childhood Education (Grades P-5). These courses are also likely to be required in programs that lead to other certification areas that Oglethorpe graduates might pursue elsewhere.
- Education and Learners Track: Allows students to focus on the various aspects of development and learning.
- Education and Culture Track: Allows students to focus on the role of education in society.

#### **Minor in Educational Studies (TU): Precertification Track**

1. Completion of all of the following courses:

EDU 101	Foundations of American Education
EDU 201	Educational Psychology
EDU 400	Advanced Independent Study in Education
EDU 401	The Exceptional Child
EDU 490	Advanced Special Topics in Education
PSY 201	Developmental Psychology *
2. Additional requirements and things to note:
  - a. \* The prerequisite for this course (which is PSY 101 Introduction to Psychology) must be completed with a grade of "C-" or higher.

### **Minor in Educational Studies (TU): Education and Learners Track**

1. Completion of all of the following courses:
  - EDU 101      Foundations of American Education
  - EDU 201      Educational Psychology
  - EDU 490      Advanced Special Topics in Education
2. Completion of two of the following courses:
  - EDU 401      The Exceptional Child
  - PSY 201      Developmental Psychology \*
  - PSY 203      Learning and Conditioning \*
  - PSY 204      Social Psychology \*
  - PSY 303      Psychological Testing \*
  - PSY 307      Cognitive Psychology \*
3. Additional requirements and things to note:
  - a. \* The prerequisite for this course (which is PSY 101 Introduction to Psychology) must be completed with a grade of "C-" or higher.

### **Minor in Educational Studies (TU): Education and Culture Track**

1. Completion of all of the following courses:
  - EDU 101      Foundations of American Education
  - EDU 490      Advanced Special Topics in Education
2. Completion of three of the following courses:
  - SOC 202      The American Experience
  - SOC 306      Race, Ethnicity and Immigration
  - SOC 308      Culture and Society
  - ULP 303      The New American City \*\*
  - ULP 304      Community Issues: Principles into Practice \*\*
3. Additional requirements and things to note:
  - a. \*\* If students choose both Urban Leadership program courses as electives, only one of the two Urban Leadership program courses can be counted toward both the Urban Leadership program and the Educational Studies minor. ([Back to ToC](#))

## **8.16. Engineering—Dual Degree**

Programs offered:

B.A. in Engineering—Dual Degree

Oglethorpe is associated with the Georgia Institute of Technology, the University of Florida, Auburn University, Mercer University and the University of Southern California in combined programs of liberal arts and engineering. The programs require the student to complete three years at Oglethorpe and the final two years at one of these engineering schools.

In this combined plan, the two degrees which are awarded upon the successful completion of the program are the degree of Bachelor of Arts in Engineering—Dual Degree by Oglethorpe and the degree of Bachelor of Science in Engineering by the engineering school. Because the required pre-engineering curricula of the five affiliated schools are slightly different, the student is advised to consult frequently with the faculty member serving as dual degree engineering program advisor.

Engineering is a difficult subject. Students can maximize their chances for success by starting at Oglethorpe where the faculty's primary concern is effective teaching and working closely with students. Classes are small and laboratories offer the opportunity for hands-on experience with sophisticated equipment. This strong foundation gives the student an excellent preparation for professional school, resulting in more effective learning in advanced engineering courses. As a liberal arts and sciences university, Oglethorpe stresses broad education for intelligent leadership. Here, the student will explore the fundamental fields of knowledge, further his or her understanding of science and mathematics and refine the abilities to read, write, speak and reason with clarity. This preparation will serve the student well in any career but particularly so in the engineering field. With strong preparation in engineering plus a liberal arts education, the student will be ready for a variety of career positions. The Engineering—Dual Degree program provides an education that is both broad and deep, a combination that will serve the graduate well as career responsibilities increase.

The Engineering—Dual Degree program requires a significant number of mathematics courses, all of which have prerequisites. Additionally, all introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites, and some also have mathematics co-requisites. Several of these introductory-level science courses are required for the Engineering—Dual Degree program. While the aforementioned mathematics prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to take the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any (or all) of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) and [Sec. 5.4.2.](#) for additional information. Students who satisfy the relevant mathematics proficiency prerequisites their first semester at Oglethorpe are urged to register for the appropriate mathematics and science courses right away. Students needing additional math preparation must acquire the needed expertise in time to begin the necessary mathematics and science courses in their sophomore year; in that case it will likely be impossible for the student to complete the required Oglethorpe coursework in three years.

### **B.A. in Engineering—Dual Degree**

During the three years the student spends at Oglethorpe, he/she must:

1. Complete the entirety of the Core curriculum.
2. Complete all of the following courses:

CHM 101	General Chemistry I (and laboratory, CHM 101L)
CHM 102	General Chemistry II (and laboratory, CHM 102L)
MAT 131	Calculus I
MAT 132	Calculus II
MAT 233	Calculus III
PHY 201	College Physics I (and laboratory, PHY 101L)
PHY 202	College Physics II (and laboratory, PHY 102L)
3. Complete one of the following courses:

MAT 236	Differential Equations
MAT 372	Linear Algebra
4. Complete other courses chosen based upon the student's intended engineering area of specialization. Consult the Engineering—Dual Degree program advisor.
5. Additional requirements and things to note:
  - a. Engineering—Dual Degree students may not use Oglethorpe financial aid assistance to attend other institutions.



- b. The two years of technical education require the completion of courses in one of the branches of engineering. Please consult frequently with the faculty member serving as Engineering—Dual Degree program advisor. ([Back to ToC](#))

## 8.17. English and Comparative Literature

Programs offered:

- B.A. in English and Comparative Literature
- Minor in English and Comparative Literature (TU)
- Minor in English (EDP)

In literature courses, students examine written works to determine their meanings, to reach judgments about their value, to explore their relation to life and to their historical contexts, and to derive pleasure. To these ends, students make both written and oral analyses, supporting their conclusions with close examination of specific textual passages from the works of literature being studied. In both literature and writing courses, students learn to compose their interpretations and supporting details into a coherent and convincing structure of thought and language. Students in literary writing classes learn about poetry, fiction and nonfiction by working to develop the insight, imagination, and discipline required to create them and by studying instructive examples of these genres.

A major in English and Comparative Literature is excellent preparation for law school or any other professional training that requires students to interpret written material and support their assertions with specific evidence. Given the expressed need in the business community for people who can communicate well orally and on paper, the combination of an English and Comparative Literature major and courses in Business Administration or an Accounting minor may be very attractive to prospective employers. The course CRS 260 Writing for Business and the Professions focuses on the kinds of speaking and writing abilities graduates will need to get jobs in personnel, sales and management. Oglethorpe graduates also work in public relations and editing, where they use their skill with words—a major emphasis of every English course. They go into teaching and sometimes work for publishers, television stations, film-making companies or computer firms. They write press releases, training manuals, in-house newspapers and news copy.

To help students bridge the gap between academic life and work experience, Oglethorpe places English and Comparative Literature majors in internships with area newspapers, publishing companies, public relations firms, cultural associations and radio and television stations. Such experiences enhance students' chances of finding the jobs they want after graduation.

### **B.A. in English and Comparative Literature**

1. Completion of all of the following courses:
  - ENG 101      Ancient Literature
  - ENG 102      Medieval and Renaissance Literature
  - ENG 103      18th and 19th Century Literature
  - ENG 104      Modern and Contemporary Literature
2. Completion of one of the following courses:
  - ENG 201      Chaucer
  - ENG 204      Shakespeare: Early Plays, To 1603
  - ENG 206      Shakespeare: Late Plays, 1603 – 1613
3. Completion of one Writing course.
4. Completion of four English and Comparative Literature courses, each at the 200- or 300-level.

5. Additional requirements and things to note:
  - a. The following courses, taught by foreign language faculty in translation (with English texts), are pre-approved for cross-listed 200-, 300- and 400-level credit in the major and the minor in English and Comparative Literature:
    - JPN 250 Princes, Hermits and Courtesans: Traditional Japanese Literature in Translation
    - JPN 251 Identity and Nation in Modern Japanese Literature
    - FRE 406, SPN 406 French and Spanish Crossroads in the Caribbean and Africa

#### **Minor in English and Comparative Literature (TU)**

1. Completion of a minimum of five English and Comparative Literature courses, at least three of which must be at the 300-level.

#### **Minor in English (EDP)**

The requirements are identical to those for the Minor in English and Comparative Literature (TU) (see above). ([Back to ToC](#))

### **8.18. French**

Programs offered:

B.A. in French

Minor in French (TU)

A student who chooses French as a major will gain valuable knowledge, not only about the language, but also about the many unique and fascinating cultures represented in the French-speaking world. Like all languages offered in our foreign language program, the French major is informed by “the five C’s:” communication, cultures, connections, comparisons and communities. These areas represent the defined goals of National Standards for Foreign Language Learning.

The journey toward a French major begins with a thorough emphasis on reading, writing, listening comprehension and speaking. These essential skills prepare the student with the foundations for communicating in diverse contexts in the French language. More advanced study of French will enable the student to explore the treasures of French and Francophone prose, poetry, drama and cinema, in addition to the study of colorful and intriguing civilizations in France, Belgium, Switzerland, Africa and Québec and wider French-speaking Canada. Through course offerings in French, students become more informed about America’s French-speaking neighbors to the north and in the Caribbean to the south in addition to becoming more functional global citizens.

Once students have reached an adequate level of proficiency in French, they will be ready to complement their classroom studies with full-immersion study abroad opportunities. As an invaluable component of the French major, students are required to study and live in a French-speaking country for a semester during the academic year following the completion of an initial sequence of courses taken in the program. Most French majors choose to study at Oglethorpe’s partner institution, the Catholic University of Lille. In addition, for the adventurous student, there are many other creative study abroad options available, all of which can be discussed with student advisors. Native speakers of French are invited to complete the 12-semester hour requirements of study abroad in courses at Oglethorpe or through cross registration at one of the Atlanta Regional Council for Higher Education (ARCHE) institutions.

Many students who complete the French major go on to carry out graduate programs at other institutions in French and Francophone language and literature, linguistics, French cultural studies or International Relations. Other graduates from the program become French instructors or find opportunities in corporate or non-profit organizations, where they continue to apply their language skills and global experiences. Students are also invited to combine a double major in French with other disciplines, a combination which greatly enhances student marketability after graduation.

All students with previous study or experience in French must take a language placement examination; see [Sec. 5.4.4.](#) of this *Bulletin*. They will be placed in the course sequence according to their competence. Under no circumstance should students with past experience in French place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their native languages.

### **B.A. in French**

1. Completion of all of the following courses:

FRE 201	Intermediate French
FRE 301	French Conversation and Composition
FRE 302	French Lyric and Literary Prose
2. Completion of a semester in an approved study abroad program.
3. Completion of three additional upper level French courses.
4. Completion of SPN 101 Elementary Spanish I (or simply placing into any Spanish course higher than SPN 101 on the Spanish placement test).
5. Additional requirements and things to note:
  - a. A grade of "C+" or better is required in all courses serving as prerequisites for FRE 302 French Lyric and Literary Prose (FRE 101, FRE 102, FRE 201 and FRE 301).
  - b. The study abroad experience should occur after the completion of FRE 302 and prior to attempting the three additional upper level French courses mentioned in 3., above.
  - c. The study abroad experience must result in the student earning a minimum of 12 semester hours.
  - d. It is recommended that French majors complete SPN 101 sometime during their first two years.
  - e. Certain requirements for the major may be met through an approved study abroad program.

### **Minor in French (TU)**

1. Completion of four French courses at the 200-level or above.
2. Additional requirements and things to note:
  - a. Certain requirements for the minor may be met through an approved study abroad program. ([Back to ToC](#))

## **8.19. History**

Programs offered:

- B.A. in History
- B.A.L.S. in History
- Minor in History (TU)
- Minor in History (EDP)

History bridges the disciplinary perspectives of the humanities and social sciences. The causes, experience and impact of important moments in the past are examined in order to explain, analyze and assign contemporary significance to the movements and events that have shaped human experience. History courses at Oglethorpe begin where traditional survey courses and textbooks leave off. Rather than simply viewing the parade of events, students consider the origins and implications of events, their impact on our values, assumptions, social relations and world views. In this spirit students are invited to enter into dialogue with historians past and present.

Courses are taught in a seminar format designed to promote lively interchange and informed debate. Reading assignments draw on a wide range of historical methods and traditions, including perspectives from religion, philosophy, art, music, literature and popular culture as well as politics, economics and geography. These methods and perspectives inform independent student research. In their individual projects, students develop their own research agendas and learn to master the techniques of historical research. Particular emphasis is placed on presentation—both written and oral—of evidence, arguments and conclusions.

Oglethorpe's location provides many opportunities for creative research as well as internships. The experience and training of History majors prepares them for post-graduate study in a wide variety of academic disciplines, including history, archaeology, anthropology, politics, international studies and social work, as well as careers in such fields as education, law, journalism, public relations, art, theology, diplomacy and public service.

Lower level courses are especially recommended for freshmen and sophomores; upper level courses generally require a research paper, may have prerequisites and are primarily aimed toward juniors and seniors.

### **B.A. in History**

1. Completion of all of the following courses:

HIS 101	Foundations of the West
HIS 102	Europe and the World, 1715 to the Present
HIS 450	Senior Seminar in Historiography
2. Completion seven additional History courses.
3. Completion of one of the following cognate courses from the humanities:

Art History: all 200-level and higher courses
English/English and Comparative Literature: all literature courses
Foreign Language: all upper level literature courses
Philosophy: PHI 204, PHI 205, PHI 206
Politics: POL 341, POL 342, POL 441
Theatre: THE 210, THE 220, THE 305
Women's and Gender Studies: all 200-level and higher courses
4. Completion of one of the following cognate courses from the social sciences:

Economics: ECO 290, ECO 320, ECO 323, ECO 324, ECO 400, ECO 424, ECO 425, ECO 490
Mathematics: MAT 111
Politics: all 200-level and higher courses, not including POL 341, POL 342, POL 441
Sociology: all 200-level and higher courses, not including SOC 303, SOC 304, SOC 402, SOC 405
5. Completion of one semester of a foreign language at the 200-level or higher, or demonstration of equivalent proficiency.
6. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.

- b. The 10 required History courses must cover the following geographic areas and time periods (a course can simultaneously satisfy both one area and time-period requirement): European (E), United States (A) and Latin American history (L); ancient or medieval (1), early modern (2), and modern (3). Fields covered by individual courses are indicated in the course descriptions found in [Sec. 12](#); the letter (E, A or L) indicates geographic field and while the number (1, 2 or 3) indicates chronological field. Some courses may cover more than one chronological field.
- c. At least half of the History courses must be at the upper level and include at least one 400-level History course beyond the HIS 450 requirement.
- d. Students are responsible for ensuring they have completed any required prerequisites for cognate courses.

### **B.A.L.S. in History**

The requirements are identical to those for the B.A. in History (see above).

### **Minor in History (TU)**

1. Completion of one of the following courses:

HIS 101	Foundations of the West
HIS 102	Europe and the World, 1715 to the Present
2. Completion of four additional History courses.

### **Minor in History (EDP)**

The requirements are identical to those for the Minor in History (TU) (see above). ([Back to ToC](#))

## **8.20. Honors**

Programs offered:

Honors in *[Name of Discipline]* Certificate (TU)

All students at Oglethorpe are encouraged to attain academic and personal excellence through active engagement with and initiative in their education. The University offers an honors program for those students who demonstrate the potential and desire to further challenge themselves intellectually, both within and beyond the classroom setting.

The honors program allows students the opportunity to forge closer relations with peers and faculty from various disciplines who have different interests, but share a common enthusiasm for learning, while developing their own interests and initiative.

Students who complete the honors program will develop their own independent project, while learning how their interests relate to relevant disciplinary discourse, other academic disciplines and the world beyond academia. A successful honors program student will:

- Learn to analyze academic resources and understand methods of clear and accurate written and oral communication that are consistent with general standards across academic disciplines.
- Collaborate with faculty and peers to reason through academic questions.
- Demonstrate competency in discipline-specific writing through a creative work or scholarly academic research project.

Students are invited to learn about the features and requirements of the honors program through the first-semester HON 101 seminars as well as through other informational programs. Interested students should then apply for admission to the program as early as the end of their freshman year and no later than the end of their sophomore year. Applications should be submitted to the director of the honors program.

Students enrolled in the honors program receive priority registration as well as the possibility of applying for funds to facilitate thesis research the summer prior to their senior year. Academic honors earned through the honors program are recognized at commencement exercises, on the student's diploma and on the student's transcript of grades. The honors program includes requirements that are currently available only during daytime hours. Evening students who have questions about the honors program should contact the director of the honors program.

The ultimate goal of the honors program experience is to complete and defend an honors thesis under the direction of a faculty supervisor and reading committee. Students are encouraged to submit their theses to appropriate competitions or for publication. Students are also required to present their thesis research/project at the annual Symposium in the Liberal Arts and Sciences. The honors program provides students an enhanced structure in which to develop confidence in their abilities to understand and discuss complex ideas and texts as well as to engage in problem solving and research design. Honors program graduates are particularly prepared to pursue graduate study.

**Honors in [Name of Discipline] Certificate (TU)**

1. Optional completion of HON 101 Introduction to Honors during a student's freshman year.
2. Completion of all of the following courses:

HON 201	Honors Seminar (must be taken twice)
HON 301	Honors I
HON 302	Honors II
HON 401	Honors III
HON 402	Honors IV
3. Additional requirements and things to note:
  - a. Students must apply and be accepted into the honors program before enrolling for HON 201.
  - b. The two semesters of HON 201 are meant to be taken during a student's freshman and sophomore years. Those who enter the honors program later in their academic careers must still complete both semesters of HON 201.
  - c. A cumulative grade-point average of 3.3 is required to participate in the two required HON 201 courses.
  - d. HON 301 is to be taken the fall semester of the student's junior year. Students must receive the grade of Satisfactory ("S") in HON 301 in order to continue in the honors program.
  - e. Each student of the honors program must secure a faculty mentor to supervise his/her thesis project by the beginning of the junior year. It is each student's responsibility to establish a reading committee chair in order to fulfill the scholarship requirement for the honors program.
  - f. HON 302 is to be taken the spring semester of the student's junior year. The course will culminate in an honors thesis prospectus approved by one primary and two secondary faculty readers.
  - g. HON 401 is to be taken the fall semester of the student's senior year. A first draft of the thesis must be submitted to the student's reading committee by the end of this semester.
  - h. HON 402 is to be taken the spring semester of the student's senior year. The final draft of the thesis is presented to the reading committee at least one week prior to the end of classes, and

at the reading committee's discretion the student will be asked to make a formal defense of the thesis. Students are also required to present their thesis research/project at the annual Symposium in the Liberal Arts and Sciences.

- i. The faculty supervisor, in consultation with the reading committee and the program director, determines whether honors are to be awarded by the first day of the final examination period in the spring of the student's senior year.
- j. To enroll in HON 301, HON 302, HON 401 and HON 402, students must continuously maintain a cumulative grade-point average of 3.3, with a 3.5 cumulative grade-point average required in the academic field in which the honors research is anchored. ([Back to ToC](#))

## 8.21. Individually Planned (IP) Majors and Minors

Programs offered:

B.A. in [*Title of IP Major*]

B.A.L.S. in [*Title of IP Major*]

Minor in [*Title of IP Minor*] (TU)

A student who wishes to pursue a course of study not included in one of the available majors or minors may petition to receive permission to complete an individually planned (IP) major or minor. To apply for an IP major or minor, the student, in consultation with his or her academic advisor, must complete an application, available at the registrar's office and also online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: IPM). This application should be submitted by the end of the second semester of the student's sophomore year and will not be accepted within one year of the student's projected graduation date. The application must specify the following:

- The major's or minor's coverage and definition.
- An "area of concentration" (the principal discipline in which the individually planned major's or minor's courses reside) and "other fields of study" (those disciplines which also contribute required courses to the major or minor, thereby emphasizing its interdisciplinary nature).
- The observed or expected conceptual linkages among the area of concentration and the other subject(s) included in the major or minor.
- The expected outcomes of the completion of the major or minor in terms of the student's intellectual growth and plans for graduate study or career.

The application must be approved by the student's advisor, the chairperson of the division in which the proposed major's area of concentration is housed and by the provost or associate provost. Once the requisite approvals are gathered, the student will submit the completed application to the registrar's office. The registrar will notify the student and the student's advisor of the acceptance of the proposal.

### **B.A. in [*Title of IP Major*]**

1. Completion of at least 36 semester hours beyond TU Core requirements (see [Sec. 6.1.2.](#)). At least 16 semester hours of the major must be completed in courses above the introductory level in one particular discipline. This discipline will be defined as the major's area of concentration.
2. Additional requirements and things to note:
  - a. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the IP major.
  - b. Coursework that is included in the IP major may not be counted toward a second major or a minor.

### **B.A.L.S. in [Title of IP Major]**

1. Completion of at least 33 semester hours beyond EDP general education distribution requirements (see [Sec. 6.2.](#)). At least 15 semester hours of the major must be completed in courses above the introductory level in one particular discipline. This discipline will be defined as the major's area of concentration.
2. Additional requirements and things to note:
  - a. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the IP major.
  - b. Coursework that is included in the IP major may not be counted toward a second major or a minor.

### **Minor in [Title of IP Minor] (TU)**

1. Completion of at least 20 semester hours beyond TU Core requirements (see [Sec. 6.1.2.](#)). At least 8 semester hours of the minor must be completed in courses at the upper level in one particular discipline. This discipline will be defined as the major's area of concentration. Of the remaining 12 semesters hours included in the minor, another 8 semester hours must also be at the upper level.
2. Additional requirements and things to note:
  - a. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the IP minor.
  - b. Coursework that is included in the IP minor may not be counted toward a second major or a minor. ([Back to ToC](#))

## **8.22. International Studies**

Programs offered:

B.A. in International Studies

International Studies is an interdisciplinary major that seeks to develop the skills and understanding essential for effective participation in the emerging global business, social and political environment. The major helps to prepare students for careers in government service, international commerce, banking and finance, the travel and convention businesses, politics and teaching. It also provides appropriate preparation for the professional study of business, law and international affairs. Students interested in master's programs in international affairs may find it advantageous to take additional courses in economics. Interested students should ask the registrar to refer them to a faculty advisor who specializes in this major.

### **B.A. in International Studies**

1. Completion of all of the following courses:

ECO 323	International Economics
POL 111	International Relations
2. Completion of six of the following courses, worth at least 24 semester hours:

BUS 370	International Business
ECO 320	Economic Development
FRE 402	The Modern French Republics and Their Institutions
FRE 403	Franco-American Relations in Trade and Culture
HIS 215	The Age of World War – Europe 1914-1945
HIS 240	Latin America to Independence



HIS 290	Special Topics in History *
HIS 312	German History Since 1800
HIS 321	Russian History Since 1861
HIS 340	Dictatorship and Democracy in Latin America
HIS 400	Advanced Independent Study in History *
HIS 431	History of United States Foreign Relations
HIS 490	Advanced Special Topics in History *
INS 400	Advanced Independent Study in International Studies *
INS 401	Internship in International Studies
POL 131	Introduction to Comparative Politics
POL 211	War
POL 231	Asian Politics
POL 290	Special Topics in Politics *
POL 311	United States Foreign Policy
POL 321	Political Development
POL 331	Comparative Politics of China and Japan
POL 361	European Politics
POL 400	Advanced Independent Study in Politics *
POL 411	War, Peace and Security
POL 422	Seminar in Chinese Politics
POL 431	Seminar in Politics and Culture *
POL 490	Advanced Special Topics in Politics *
SPN 305	Spanish for International Relations
SPN 410	The Development of Latin American Cultures

3. Satisfactory completion of an approved study abroad experience. Please see Oglethorpe University Students Abroad ([Sec. 9.8.4](#)). Foreign students may count their residence at Oglethorpe as their study-abroad experience.
4. Completion of one semester of a foreign language at the 300-level or higher, or demonstration of equivalent proficiency. The course must be a language course, not a culture course. For Japanese, this requirement is met by completing JPN 202 Intermediate Japanese II.
5. Completion of one additional language course in which the foreign language is required for research, reading or discussion. In the case of Japanese, this requirement is met by completing either JPN 250 Princes, Hermits and Courtesans: Traditional Japanese Literature in Translation or JPN 251 Identity and Nation in Modern Japanese Literature.
6. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. Special topics and independent study courses (identified with an asterisk, \*, in the above listing) fulfill the requirements of the major only when they have a substantial international component. This implies that the course deals with the modern history, current situation or culture in a geographical area outside the United States or concerns some substantive issue that is international in scope, typically regarding economics or security.
  - c. Students who receive financial aid at Oglethorpe should contact the director of financial aid early in the pursuit of this major to determine available funding for the study abroad experience.
  - d. No more than two courses may be counted toward major requirements from a study abroad program. ([Back to ToC](#))

## 8.23. Japanese

Programs offered:

Minor in Japanese (TU)

The study of modern Japanese broadens the mind and provides insight into one of the world's richest cultures. Oglethorpe's Japanese program embraces the "five C's" of foreign language education outlined in National Standards in Foreign Language Education: communication, cultures, connections, comparisons and communities.

Oglethorpe's four-course Japanese language sequence assumes no initial knowledge of the language. The courses lead the student step by step toward communicative competence in the four basic language skills: listening, speaking, reading and writing. These skills are taught by means of structured drills, listening activities, skits and readings. Guided projects using learning tools such as wikis and digital storytelling tools give students an opportunity to demonstrate their skills in creative ways. Elementary classes present the fundamentals of the language through a sequence of units that focus on daily life. A typical conversation at the beginning level might be about making plans for the weekend or describing one's family. Students are initially trained in the two phonetic kana scripts so that they are able to write in Japanese from the very beginning. Training in kanji characters begins in the second semester. At the intermediate level students master more advanced vocabulary and grammatical patterns. They also carry out a guided research project on an aspect of Japanese culture that interests them. By the end of the four-course sequence, the student will be able to express a broad range of ideas with confidence, will be capable of writing short essays and will know about 240 kanji characters.

Students who seek further training in Japanese can take advanced Japanese through cross registration at one of the Atlanta Regional Council for Higher Education (ARCHE) institutions. Full-immersion study abroad opportunities are available at Oglethorpe's sister schools in Japan, Seigakuin University and Otaru University of Commerce.

General interest courses taught in English on premodern and modern Japanese literature supplement the language curriculum. These and other eligible courses can be taken in conjunction with the language sequence toward fulfillment of the requirements for a minor in Japanese. The combination of a Japanese minor with a major in any of the traditional liberal arts disciplines can greatly enhance marketability following graduation and can lead to career opportunities in fields as diverse as education, the Foreign Service and international commerce.

Students with previous study experience should take the Japanese placement examination prior to registration.

### **Minor in Japanese (TU)**

1. Completion of all of the following courses:

JPN 101	Elementary Japanese I
JPN 102	Elementary Japanese II
JPN 201	Intermediate Japanese I
JPN 202	Intermediate Japanese II

2. Completion of two culture courses selected from among the following:

ART 330	Far Eastern Art History – India, China, Tibet and Japan
JPN 250	Princes, Hermits and Courtesans: Traditional Japanese Literature in Translation

JPN 251	Identity and Nation in Modern Japanese Literature
JPN 290	Special Topics in Japanese Language, Literature and Culture I
JPN 291	Special Topics in Japanese Language, Literature and Culture II
POL 331	Comparative Politics of China and Japan

3. Additional requirements and things to note:
  - a. Concerning the culture courses listed above, it is possible that other special topics courses offered at Oglethorpe as well as certain courses offered at other colleges and through study abroad programs may also qualify, contingent upon approval by faculty teaching in the discipline.
  - b. It is required that at least half of the courses counted toward the minor be taken at Oglethorpe. However, all students of Japanese language and culture are strongly encouraged to spend at least one semester in Japan. Guidance in finding an appropriate program is provided by the Japanese department or the Oglethorpe University Students Abroad (OUSA) director. Of particular interest to students of Japanese is the Oglethorpe exchange agreement with Seigakuin University in Tokyo and Otaru University of Commerce in Hokkaido. See also Oglethorpe University Students Abroad in [Sec. 9.8.4](#).
  - c. A student can also gain practical experience by pursuing internship opportunities in Japanese organizations and firms in and around Atlanta. Credit for these activities is given when the internship is completed in accordance with the objectives agreed upon with the faculty supervisor. Credit is given toward the minor upon approval by the student's faculty advisor. The office of career services has an extensive list of available internships. ([Back to ToC](#))

## 8.24. Latin American Studies

Programs offered:

Minor in Latin American Studies (TU)

Latin America comprises a complex, fascinating, and vital region of the world, and one grappling with an array of fundamental political, socioeconomic, and cultural challenges. The minor in Latin American Studies is a multidisciplinary program designed to provide students with an understanding of a variety of aspects of Latin American societies, including their history, art, cinema, and literature, as well as their social, economic, and political developments. The minor provides great flexibility to explore a wide range of subjects and will be useful to students planning careers in education, translation and interpretation, the Foreign Service, international organizations, overseas corporations and banking, as well as for those who simply desire a better understanding of Latin America. The multidisciplinary nature of the program also prepares students for further work in a number of academic fields at the graduate level.

### Minor in Latin American Studies (TU)

1. Completion of four elective courses, worth at least 16 semester hours and representing at least two separate disciplines, from the following:
 

ART 340	The Art of the Americas, Africa and Oceania
ECO 320	Economic Development
ECO 490	Advanced Special Topics in Economics: Microfinance
HIS 240	Latin America to Independence
HIS 313	The Origins of European Imperialism
HIS 340	Dictatorship and Democracy in Latin America
HIS 431	History of United States Foreign Relations

SPN 302	Introduction to Hispanic Literature
SPN 305	International Relations from a Latin-American Perspective
SPN 403	Political Issues in Latin-American Literature and Film
SPN 405	20th Century Latin-American Literature
SPN 406	French and Spanish Crossroads in the Caribbean and Africa (Caribbean rotation only)
SPN 410	The Development of Latin-American Cultures
SPN 411	North American Hispanic Readings and Film
SPN 425	Internship in Spanish (may count, depending on the nature on the internship. Pre-approval of director of the LAS minor program required).
SPN 490	Advanced Special Topics in Hispanic Languages, Literatures and Cultures (only courses that apply to Latin America are applicable)

2. Additional requirements and things to note:

- a. The minor requires demonstration of Spanish language proficiency. This can be accomplished by a student earning a grade of "C+" or better in either SPN 301 Advanced Spanish or another upper level Spanish course which is taught exclusively in Spanish.
- b. Other courses, particularly Special Topics, which are devoted in total or in part to Latin America, may qualify as an elective for the minor. Students must get prior approval from the program coordinator.
- c. At least three of the elective courses (worth at least 12 semester hours) for the minor in Latin American Studies must be taken at Oglethorpe.
- d. At most one elective course taken in completion of the minor can be counted toward any other major or minor. ([Back to ToC](#))

## 8.25. Mathematics

Programs offered:

B.S. in Mathematics

Minor in Mathematics (TU)

During the course of study in mathematics, students move from a concrete, algorithmic mode of reasoning in early courses to a more abstract, formal mode of reasoning in the later capstone courses.

The successful mathematics major will:

- Sharpen his/her problem-solving skills,
- Communicate mathematical results in a rigorous way that exhibits good mathematical speaking, and
- Communicate mathematical results in a rigorous way that exhibits good mathematical writing.

Through tutoring, volunteer and internship opportunities, participating mathematics majors can further strengthen their own understanding of mathematics and help others to do the same. Upon graduation, mathematics majors are ready to pursue graduate study in mathematics or in a variety of other disciplines, teacher preparation, or employment in industry, including actuarial science and operations research.

All mathematics courses required for the major and the minor have prerequisites. While these prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to take the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any (or all) of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy

prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) for additional information. Mathematics majors who satisfy the relevant mathematics proficiency prerequisites their first semester at Oglethorpe are urged to register for the appropriate mathematics course(s) right away. Students needing additional math preparation must acquire the needed expertise in time to begin the mathematics courses required for the major in their sophomore year.

### **B.S. in Mathematics**

1. Completion of all of the following courses:

CSC 201	Introduction to Programming
MAT 131	Calculus I
MAT 132	Calculus II
MAT 233	Calculus III
MAT 234	Calculus IV
MAT 236	Differential Equations
MAT 241	Proof & Logic
MAT 361	Probability
MAT 372	Linear Algebra
MAT 471	Abstract Algebra
MAT 482	Real Analysis
MAT 490	Advanced Special Topics in Mathematics
MAT 496	Senior Seminar in Mathematics
2. Additional requirements and things to note:
  - a. A grade of “C-” or better is required in all courses contributing to the major.
  - b. No student will be permitted to register for a Mathematics course that is a prerequisite to a Mathematics course for which the student has already received academic credit.

### **Minor in Mathematics (TU)**

1. Completion of one of the following courses:

MAT 121	Applied Calculus
MAT 131	Calculus I
2. Completion of all of the following courses:

MAT 132	Calculus II
MAT 233	Calculus III
MAT 234	Calculus IV
MAT 241	Proof & Logic
3. Completion of one additional 4 semester hour, 200-level or higher Mathematics course from the list required for the major (see above).
4. Additional requirements and things to note:
  - a. A grade of “C-” or better is required in all courses contributing to the minor.
  - b. No student will be permitted to register for a Mathematics course that is a prerequisite to a Mathematics course for which the student has already received academic credit. ([Back to ToC](#))

## **8.26. Nonprofit Management**

Programs offered:

Minor in Nonprofit Management (TU)

Nonprofit organizations perform leadership for and service toward some of the most important work done in society today. Management of these organizations, however, requires special skills that a typical undergraduate program does not offer. This minor takes advantage of Oglethorpe's location in one of the most dynamic cities in the southern United States and Oglethorpe's diversity of courses to offer students not only classroom training but practical, hands-on training that will enable them to engage in professional development while also confronting real social needs.

### **Minor in Nonprofit Management (TU)**

1. Completion of all of the following courses:

NPM 220	The Nonprofit Sector
NPM 260	Nonprofit Communications
NPM 290	Budgets and Finance for the Nonprofit
NPM 400	Nonprofit Strategic Planning
2. Completion of one of the following courses:

ACC 240	Business Law I
BUS 240	Business Law I
BUS 290	Special Topics in Business Administration: Social Enterprise
NPM 281	Arts, Museum, and Theater Management
POL 490	Advanced Special Topics in Politics: Moral and Political Leadership
ULP 303	The New American City
UEP 320	Urban Ecology
3. Completion of a minimum of 100 total hours of pre-approved volunteer work with nonprofit organizations or nonprofit divisions of for-profit companies. Please consult the chair of the division of economics and business administration for pre-approval.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor. ([Back to ToC](#))

### **8.27. Philosophy**

Programs offered:

- B.A. in Philosophy
- Minor in Philosophy (TU)

Philosophy, in the broadest meaning of this term, is the attempt to think clearly about the world and the place of human beings in it. This activity is a response to questions which arise because the various areas of human life, such as science, art, morality and religion, often do not seem to be intelligible in themselves or to fit with one another. A philosophical world view, such as the philosophy of Plato or the philosophy of Descartes, represents an attempt to think through these difficulties and to arrive at a single, coherent vision of how reality is and how human beings should relate to it.

The study of philosophy is a noble and worthwhile activity in its own right for the enlightenment which it can provide about questions which should be of interest to everyone. It is important, however, that the philosophy major also be effective at imparting those general skills which are crucial for most professions.

The Philosophy department believes that graduates should be "humane generalists" with the intellectual adaptability which is needed to function successfully in changing and often unpredictable job situations. The Philosophy program accomplishes this goal by fostering those abilities of critical thinking and intellectual flexibility required in virtually any professional career. Philosophy students learn how to read and understand

abstract and often very difficult arguments. They also learn to think critically and independently, to develop their own views and to express their insights in clear, articulate spoken and written prose. Such skills are important for almost any profession and are especially useful for business and law.

Philosophy courses need not be taken in a rigid sequence. Any philosophy course should improve a student's overall philosophical abilities and thereby strengthen the student's performance in any subsequent philosophy course. The courses are, however, classified by the difficulty of the reading involved and the amount of philosophical training and background which is advisable.

### **B.A. in Philosophy**

1. Completion of all of the following courses:

PHI 201	Formal Logic
PHI 302	Epistemology
PHI 404	20 <sup>th</sup> Century Continental Philosophy
PHI 405	20 <sup>th</sup> Century Analytic Philosophy
2. Completion of one of the following courses:

PHI 204	Plato
PHI 205	Aristotle
3. Completion of one of the following courses:

PHI 206	Modern Philosophy
POL 342	Political Philosophy II: Modern
4. Completion of one of the following courses:

PHI 304	Philosophy of Mind
PHI 306	Metaphysics
PHI 406	Philosophy of Language
5. Completion of one course on a single philosophical movement or a single philosopher (in addition to the PHI 204/PHI 205 choice described above).
6. Completion of three additional philosophy electives.
7. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.

### **Minor in Philosophy (TU)**

1. Completion of PHI 201 Formal Logic
2. Completion of one of the following courses:

PHI 204	Plato
PHI 205	Aristotle
3. Completion of one of the following courses:

PHI 206	Modern Philosophy
POL 342	Political Philosophy II: Modern
4. Completion of one of the following courses:

PHI 302	Epistemology
PHI 306	Metaphysics
5. Completion of two additional philosophy electives.
6. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor. ([Back to ToC](#))

## 8.28. Physics

Programs offered:

B.S. in Physics

Minor in Physics (TU)

The physics curriculum is designed to provide well-rounded preparation in classical and modern physics. The successful completion of this program will prepare the graduate to gain admission to graduate programs in physics or a related scientific field or to secure employment in a technical, scientific or engineering setting.

All introductory-level science (biology, chemistry, physics) lecture courses have mathematics prerequisites, and some also have mathematics co-requisites. Some of these introductory-level science courses are required for the Physics program. Further, several Physics courses beyond the introductory level have additional mathematics prerequisites. While the aforementioned mathematics prerequisites can be satisfied in a variety of ways, the most efficient way for most students is to start by taking the mathematics placement examination no later than the start of a student's first semester at Oglethorpe. The mathematics placement exam will diagnose if a student has sufficient mathematical acuity to exempt any of the mathematics prerequisites and, if not, will also diagnose an action plan for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 5.4.1.](#) and [Sec. 5.4.2.](#) for additional information. Students who satisfy the relevant mathematics proficiency prerequisites their first semester at Oglethorpe are urged to register for the appropriate physics courses (and any affiliated mathematics co-requisites) right away. Students needing additional math preparation must acquire the needed expertise in time to begin the required mathematics and physics courses in their sophomore year.

Students interested in pursuing careers in scientific illustration with a physical science emphasis should immediately familiarize themselves with [Sec. 5.7.3.4.](#) of this *Bulletin*, and should seek the specialized advising that is therein encouraged.

### **B.S. in Physics**

1. Completion of all of the following courses:

PHY 201	College Physics I (and laboratory, PHY 101L)
PHY 202	College Physics II (and laboratory, PHY 102L)
PHY 211	Classical Mechanics I
PHY 212	Classical Mechanics II
PHY 331	Electricity and Magnetism I
PHY 332	Electricity and Magnetism II
PHY 333	Thermal and Statistical Physics (and laboratory, PHY 333L)
PHY 335	Modern Optics (and laboratory, PHY 335L)
PHY 421	Modern Physics I (and laboratory, PHY 421L)
PHY 422	Modern Physics II (and laboratory, PHY 422L)
PHY 423	Mathematical Physics

2. Completion of one of the following courses:

PHY 490	Advanced Special Topics in Theoretical Physics
PHY 491	Advanced Special Topics in Experimental Physics

3. Additional requirements and things to note:

- a. A grade of "C-" or better is required in all lower level Physics courses contributing to the major.



- b. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.
- c. PHY 201 should be taken after or concurrently with Calculus I and preferably in the freshman year.
- d. PHY 202 should be taken after or concurrently with Calculus II and preferably in the freshman year.
- e. PHY 211 should be taken after or concurrently with Calculus III and is suggested for the sophomore year.
- f. PHY 212 is suggested for the sophomore year.
- g. Evaluation by, and consultation with, Physics faculty is generally required in order to permit transfer work to count for any of the courses required for the major.

### **Minor in Physics (TU)**

1. Completion of three Physics lecture courses numbered PHY 202 or higher.
2. Completion of at least one Physics laboratory course at the upper level. ([Back to ToC](#))

## **8.29. Politics**

Programs offered:

B.A. in Politics

Minor in Politics (TU)

Minor in Politics (EDP)

As Aristotle observed some 2000 years ago, “Man is by nature a political animal.” Politics shapes who we are and how we live; it animates human nature, forges identities, drives social movements, structures national politics and institutions and molds international relations. At Oglethorpe, students of politics encounter a wide range of opinions, beliefs and scholarly analysis as to the nature of politics and what constitutes the legitimate aims of political action. Differences and disagreements abound, providing a rich environment for students to develop their own informed opinions honed through healthy debate with their colleagues. In addition, Politics majors gain both substantive knowledge and analytic skills. Introductory classes in American politics, comparative politics, international relations and political philosophy provide the foundation for subsequent pursuit of more specialized study undertaken in higher-level courses. Skills acquired include: close critical reading of texts; inductive, deductive and analogical reasoning; substantiating arguments; comparing across cases; and making generalizations.

Oglethorpe’s location provides numerous opportunities to study and engage with real world politics, be they local, national or international. Atlanta is home to the Georgia state government, The Carter Center and the Martin Luther King, Jr. Center. Students have taken advantage of the Georgia’s Legislative Intern and Governor’s Intern Programs, as well as worked with the Georgia State Legislature, the Department of Industry, Trade and Tourism and the League of Women Voters, participated in The Carter Center Internship Program and worked with a variety of governmental and grassroots programs.

Resources at Oglethorpe serve to help students engage actively in politics. Through career services, students can identify and create other internships. Oglethorpe’s affiliations with The Washington Center for Internships and the Washington Semester Program of American University allow students to study politics and intern in the nation’s capital. Students can also use internship credit towards their major requirements. In an increasingly globalized world, Oglethorpe’s study abroad programs provide the opportunity to gain in-depth experience of

the politics and culture of another country for periods ranging from a week to a semester or a year. Please see Oglethorpe University Students Abroad ([Sec. 9.8.4.](#)).

Politics majors contemplate and analyze the different forms of power shaping today's world, be they individuals, ideas, institutions or coercive force. This knowledge prepares them well for a variety of careers, including law, journalism, government, international organizations, NGO's, education, business and politics.

### **B.A. in Politics**

1. Completion of all of the following courses:

POL 101	Introduction to American Politics
POL 111	International Relations
POL 121	Introduction to Comparative Politics
2. Completion of one of the following courses:

POL 341	Political Philosophy I: Ancient and Medieval
POL 342	Political Philosophy II: Modern
3. Completion of six additional Politics courses, two of which must be at the 300-level and one of which must be at the 400-level.
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.

### **Minor in Politics (TU)**

1. Completion of four courses (worth a minimum of 16 semester hours) distributed among three of the four subfields of the discipline (American politics, comparative politics, international relations and political philosophy).

### **Minor in Politics (EDP)**

The requirements are identical to those for the Minor in Politics (TU) (see above). ([Back to ToC](#))

## **8.30. Psychology**

Programs offered:

- B.S. in Psychology
- B.A.L.S. in Psychology
- Minor in Psychology (TU)
- Minor in Psychology (EDP)

The Department of Psychology endorses a view of Psychology as the use of scientific methods to study a broad range of factors that often interact to produce human behavior, including cognitive, developmental, personality, physiological and social variables. Therefore, students who major in Psychology are expected to:

- Learn to apply empirical methods to understand human and animal behavior. Students should be able to use and critique a variety of research methods, ranging from controlled laboratory experiments to naturalistic observations. Specific skills to be acquired include the ability to operationally define concepts for empirical study; to collect, analyze and interpret empirical data; to clearly communicate findings to larger audiences through oral and written presentations (for example, APA style research papers, posters and presentations).
- Learn major theoretical and empirical advances in a variety of disciplines within the field of psychology. This objective should include the ability to compare and contrast explanations offered by different

schools of thought within each discipline. It also should include an understanding of both current and historically prominent developments in the various disciplines.

- Learn ways in which psychological concepts can be applied for the benefit of oneself and society. Students will learn about clinical, educational and organizational applications of psychological research and will consider ways in which psychological principles may be relevant to personal life and civic participation. In addition, students are expected to become more precise and tolerant observers of human behavior and individual differences.

The Department of Psychology has a strong tradition of student achievement in research and internships. Many students collaborate with faculty on research projects or develop and complete their own research projects with the help of faculty mentors. Each year, Oglethorpe is represented at regional and national psychology conferences by Psychology students presenting their original work. Psychology students have completed internships in a variety of settings including: private clinical practices, adoption agencies, law enforcement agencies, law firms, the Centers for Disease Control and Prevention, Partnership Against Domestic Violence, Georgia State University Language Research Center, Zoo Atlanta, Yerkes Regional Primate Research Center and the Georgia Psychological Association.

### **B.S. in Psychology**

1. Completion of all of the following foundation courses:

MAT 111	Statistics
PSY 101	Introduction to Psychology
PSY 209	Behavioral Neuroscience
PSY 301	Research Methods
PSY 302	Advanced Experimental Psychology
PSY 405	History and Systems
2. Completion of one of the following clinical psychology courses:

PSY 205	Theories of Personality
PSY 206	Abnormal Psychology
PSY 303	Psychological Testing
3. Completion of one of the following cognitive/developmental psychology courses:

PSY 201	Developmental Psychology
PSY 307	Cognitive Psychology
4. Completion of one of the following biopsychology courses:

PSY 308	Sensation and Perception
PSY 310	Drugs, Brain and Behavior
5. Completion of one of the following social psychology courses:

PSY 202	Organizational Psychology
PSY 204	Social Psychology
6. Completion of any additional Psychology elective excluding the following courses:

PSY 200	Independent Study in Psychology
PSY 400	Advanced Independent Study in Psychology
PSY 406	Directed Research in Psychology
PSY 407	Internship in Psychology
7. Additional requirements and things to note:

- a. Oglethorpe students contemplating taking any of the courses required for the major as transients at other post-secondary institutions are cautioned to follow Oglethorpe's transient student policy (see [Sec. 5.8.6.1.](#)).
- b. Transfer courses may satisfy major requirements if shown on an official transcript and approved by Psychology faculty.

### **B.A.L.S. in Psychology**

The requirements are identical to those for the B.S. in Psychology (see above).

### **Minor in Psychology (TU)**

1. Completion of PSY 101 Introduction to Psychology
2. Completion of any four additional Psychology electives, excluding the following:
 

PSY 200	Independent Study in Psychology
PSY 400	Advanced Independent Study in Psychology
PSY 406	Directed Research in Psychology
PSY 407	Internship in Psychology
3. Additional requirements and things to note:
  - a. Oglethorpe students contemplating taking any of the courses required for the minor as transients at other post-secondary institutions are cautioned to follow Oglethorpe's transient student policy (see [Sec. 5.8.6.1.](#)).
  - b. Transfer courses may satisfy minor requirements if shown on an official transcript and approved by Psychology faculty.

### **Minor in Psychology (EDP)**

The requirements are identical to those for the Minor in Psychology (TU) (see above). ([Back to ToC](#))

## **8.31. Rich Foundation Urban Leadership Program (please see [Urban Leadership Program, Rich Foundation](#))**

## **8.32. Shakespeare and Renaissance Studies**

Programs offered:

Minor in Shakespeare and Renaissance Studies (TU)

The Shakespeare and Renaissance Studies minor is intended to provide students with not only an in-depth understanding of the works of William Shakespeare but also some familiarity with the time and culture in which he lived. Students are also strongly encouraged to pursue a range of approaches, including literary, historical, and cultural study, as well as performance.

### **Minor in Shakespeare and Renaissance Studies (TU)**

1. Completion of two of the following Shakespeare courses:
 

ENG 204	Shakespeare: Early Plays to 1603
ENG 206	Shakespeare: Late Plays, 1603-1613
ENG 393	Special Topics in Literature and Culture: Shakespeare at Oxford*
THE 305	Shakespearean Performance
2. Completion of one of the following courses with a historical component:

- |         |  |
|---------|--|
| ART 300 | Italian Renaissance Art History                          |
| ART 310 | Northern Renaissance and Baroque Art History             |
| HIS 211 | The Renaissance and Reformation                          |
| HIS 212 | Early Modern Europe                                      |
| HIS 490 | Advanced Special Topics in History: The Age of Elizabeth |
3. Completion of one of the following Renaissance art, literature, politics, science, or culture courses:
- |         |  |
|---------|--|
| ART 300 | Italian Renaissance Art History  |
| ART 310 | Northern Renaissance and Baroque Art History   |
| ENG 390 | Special Topics in Drama (e.g.: Shakespeare’s Contemporaries, Medieval and Tudor Drama, Renaissance Poetry) |
| GEN 101 | Natural Sciences – The Physical Sciences: Renaissance Science  |
| HIS 415 | The Witch Craze  |
| POL 441 | Seminar in Political Philosophy: Shakespeare and Politics  |
4. Additional requirements and things to note:
- No single course may fulfill the requirement for more than one category.
  - In the category 1., above, it is strongly recommended that the student pursue one option focused in literary study and the other in performance.
  - \* An occasional summer course. ([Back to ToC](#))

### 8.33. Sociology

Programs offered:

- B.A. in Sociology
- B.A. in Sociology with Concentration in Social Work
- Minor in Sociology (TU)

Sociology is the study of human society, culture and conduct from a variety of perspectives that include interpersonal, institutional and aggregate levels of analyses. At the interpersonal level, sociologists may study personality formation in social contexts or how the individual responds to social opportunities and constraints. At the institutional level, sociologists attempt to analyze social institutions (such as the family, religion and the state) and social structures (such as social classes and racial and ethnic stratification) that shape human conduct. And at the aggregate level, sociology focuses on the study of large-scale influences ranging from demographics to social movements to cultural systems.

The mission of the Sociology faculty is to introduce students to such studies within a liberal arts setting by developing each student’s analytical, writing, speaking and methodological skills, as well as his or her ability to comprehend and explicate difficult texts. Sociology majors should be able, through written and oral analyses, to make arguments whose conclusions follow from evidence carefully and logically presented. They should be able to distinguish between informed and uninformed opinion. In addition, each Sociology student will be expected to master essential knowledge within the areas of sociological theory, research methodology and statistics and within at least three content areas. In order to encourage a practical understanding of social problems and institutions, students, where appropriate, are urged to seek internships. Students bound for graduate school are encouraged to master a foreign language.

#### **B.A. in Sociology**

- Completion of all of the following courses:
 

MAT 111	Statistics
---------	------------

SOC 101	Introduction to Sociology
SOC 310	Survey of Research Methods
SOC 403	Sociological Theory

2. Completion of five additional Sociology electives.
3. Additional requirements and things to note:
  - a. At least six of the nine required courses must be taken at Oglethorpe.
  - b. COR 201 Human Nature and the Social Order I and COR 202 Human Nature and the Social Order II must be completed by all Sociology majors who enter Oglethorpe with less than junior status.
  - c. No course taken in completion of the major can be used towards any other major or minor.

#### **B.A. in Sociology with Concentration in Social Work**

1. Completion of all of the following courses:
 

SOC 101	Introduction to Sociology
SOC 303	Field of Social Work
SOC 304	Methods of Social Work
2. Completion of four additional Sociology electives.
3. Completion of SOC 402 Field Experience in Social Work (12-16 hours).
4. Additional requirements and things to note:
  - a. No course taken in completion of the major can be used towards any other major or minor.

#### **Minor in Sociology (TU)**

1. Completion of SOC 101 Introduction to Sociology.
2. Completion of three Sociology electives (totaling at least 12 semester hours).
3. Additional requirements and things to note:
  - a. At least three of the four required courses must be taken at Oglethorpe.
  - b. No course taken in completion of the minor can be used towards any other major or minor.

[\(Back to ToC\)](#)

### **8.34. Spanish**

Programs offered:

B.A. in Spanish

Minor in Spanish (TU)

A student who chooses Spanish as a major will gain valuable knowledge, not only about the language, but also about the many unique and fascinating cultures represented in the Spanish-speaking world. Like all languages offered at Oglethorpe, the Spanish major is informed by “the five C’s:” communication, cultures, connections, comparisons and communities. These areas represent the defined goals of National Standards for Foreign Language Learning.

The journey toward a Spanish major begins with a thorough emphasis on reading, writing, listening comprehension and speaking. These essential skills prepare the student with the foundations for communicating in diverse contexts in the Spanish language. More advanced study of Spanish will enable the student to explore the treasures of Hispanic prose, poetry, drama and cinema, in addition to the study of colorful and intriguing Hispanic civilizations in Spain, Africa and Latin America. Through the course offerings in

Spanish, students become more informed about America's Latino and Hispanic neighbors, in addition to becoming more functional global citizens.

Once students have reached an adequate level of proficiency in Spanish and have become familiar with Spanish-speaking populations and societies, they will be ready to complement their classroom studies with full-immersion study abroad opportunities. As an invaluable component of the Spanish major, students are required to study and live in a Spanish-speaking country for a semester during the academic year following the completion of an initial sequence of courses taken in the program. Most majors choose to study at one of a number of partner institutions such as the Universidad de Belgrano (Argentina), the Universidad de San Francisco de Quito (Ecuador), the Instituto Tecnológico y de Estudios Superiores de Occidente (Mexico) or at Universidad Francisco de Vitoria (Spain). In addition, for the adventurous student, there are many other creative study abroad options available, all of which can be discussed with student advisors. Native speakers of Spanish are invited to complete the 12-semester hour requirements of study abroad in courses at Oglethorpe or through cross registration at one of the Atlanta Regional Council for Higher Education (ARCHE) institutions.

Many students who complete the Spanish major at Oglethorpe go on to carry out graduate programs at other institutions in Spanish language and literature, linguistics, Hispanic cultural studies or International Relations. Other graduates from the program become Spanish instructors or find opportunities in corporate or non-profit organizations, where they continue to apply their language skills and global experiences. Students are also invited to combine a double major in Spanish with other disciplines, a combination which may greatly enhance student marketability after graduation.

All students with previous study or experience in Spanish must take a language placement examination; see [Sec. 5.4.4.](#) of this *Bulletin*. They will be placed in the course sequence according to their competence. Under no circumstance should students with past experience in Spanish place themselves in courses. Students are not eligible to enroll in elementary and intermediate courses in their native languages.

### **B.A. in Spanish**

1. Completion of all of the following courses:

SPN 201	Intermediate Spanish
SPN 301	Advanced Spanish
SPN 302	Introduction to Hispanic Literature
2. Completion of a semester in an approved study abroad program.
3. Completion of three additional upper level Spanish courses.
4. Completion of FRE 101 Elementary French I (or simply placing into any French course higher than FRE 101 on the French placement test).
5. Additional requirements and things to note:
  - a. A grade of "C+" or better is required in all courses serving as prerequisites for SPN 302 Introduction to Hispanic Literature (SPN 101, SPN 102, SPN 201 and SPN 301).
  - b. The study abroad experience should occur after the completion of SPN 302 and prior to attempting the three additional upper level Spanish courses noted in 3., above.
  - c. The study abroad experience must result in the student earning a minimum of 12 semester hours.
  - d. It is recommended that Spanish majors complete FRE 101 sometime during their first two years.
  - e. Certain requirements for the major may be met through an approved study abroad program.

### **Minor in Spanish (TU)**

1. Completion of four Spanish courses at the 200-level or above.
2. Additional requirements and things to note:
  - a. Certain requirements for the minor may be met through an approved study abroad program.  
([Back to ToC](#))

### **8.35. Studio Art**

Programs offered:

- B.A. in Studio Art
- B.A. in Studio Art with Concentration in Photography and Video
- Minor in Studio Art (TU)

Studio courses are designed to provide students with a rigorous and stimulating foundation in visual language and thinking. Courses emphasize the development of perception and visual acuity, cognitive skills, a sense of aesthetics and facility in manipulating a variety of artistic approaches and media. The curriculum prepares students to go on to graduate school in studio or other fields such as education, art therapy, graphic design or medical illustration.

Students interested in pursuing careers in scientific illustration with a biological or physical science emphasis or careers in medical illustration should immediately familiarize themselves with [Sec. 5.7.3.4.](#) of this *Bulletin*, and should seek the specialized advising that is therein encouraged.

#### **B.A. in Studio Art**

1. Completion of all of the following courses:

ART 109	Introduction to Photography
ART 111	Anatomy for the Artist and Figure Drawing
ART 350	Modern Art History
2. Completion of one of the following courses:

ART 103	Introduction to Figure Sculpture
ART 104	Introduction to Printmaking
ART 110	Ways of Seeing
3. Completion of two additional drawing electives for a minimum of 8 semester hours.
4. Completion of three additional painting electives for a minimum of 12 semester hours.
5. Completion of one additional Art History elective.

#### **B.A. in Studio Art with Concentration in Photography and Video**

1. Completion of all of the following courses:

ART 105	Video Production
ART 109	Introduction to Photography
ART 110	Ways of Seeing
ART 115	Introduction to Digital Photography
ART 205	Documentary Filmmaking
ART 350	Modern Art History
2. Completion of three additional photography or film/video courses.
3. Completion of one additional Art History elective.



### **Minor in Studio Art (TU)**

1. Completion of four Studio Art courses and one Art History course, for a minimum of 20 semester hours.
2. Additional requirements and things to note:
  - a. Students may take up to three of the four Studio Art courses in one sub-discipline (for example, photography, drawing, painting, etc.) or in four different sub-disciplines. At least two of these Studio Art courses must be in separate sub-disciplines. ([Back to ToC](#))

### **8.36. Theatre**

Programs offered:

B.A. in Theatre

Minor in Theatre (TU)

Students majoring in theatre engage in both the scholarship and practice of theatre and its various disciplines. Courses in acting, directing, stagecraft, design, history, playwriting and administration offer students a broad depth of study firmly rooted in the liberal arts tradition. A variety of department productions provide students ongoing opportunities to apply their knowledge in public venues. Oglethorpe's unique relationship with Georgia Shakespeare, a professional theatre company in residence, also provides students with performance opportunities and professionally oriented internships unparalleled in the region.

A theatre minor serves as an appropriate complement to a variety of majors in communications and the humanities.

### **B.A. in Theatre**

1. Completion of the following course a minimum of four separate times:

THE 100	Production Lab
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2. Completion of all of the following courses:

THE 105	Beginning Characterization
THE 205	Intermediate Characterization
THE 210	Theatre History I
THE 220	Theatre History II
THE 310	Stagecraft
THE 330	Directing for the Stage I
THE 407	Internship in Theatre
3. Completion of one of the following courses:

THE 315	Scenic Design
THE 316	Lighting Design
THE 317	Costume Design
4. Completion of four of the following courses (see "Note" in 5.a., below):

ENG 204	Shakespeare: Early Plays to 1603
ENG 206	Shakespeare: Late Plays, 1603-1613
ENG 390	Special Topics in Drama
THE 305	Shakespearean Performance
THE 340	Directing for the Stage II
THE 350	Playwriting
THE 400	Advanced Independent Study in Theatre

THE 405	Voice and Speech for the Actor
THE 410	Movement for the Actor
THE 490	Advanced Special Topics in Theatre

5. Additional requirements and things to note:

- a. Note: Students may also choose a second design course (THE 315, THE 316 or THE 317) as one of the four courses.

**Minor in Theatre (TU)**

1. Completion of all of the following courses:

THE 105	Beginning Characterization
THE 205	Intermediate Characterization
THE 310	Stagecraft

2. Completion of one of the following courses:

THE 210	Theatre History I: Greeks to Restoration
THE 220	Theatre History II: Renaissance to 20th Century

3. Completion of one of the following courses:

ENG 204	Shakespeare: Early Plays to 1603
ENG 206	Shakespeare: Late Plays, 1603-1613
ENG 390	Special Topics in Drama
THE 407	Internship in Theatre
THE 490	Advanced Special Topics in Theatre ( <a href="#">Back to ToC</a> )

**8.37. Urban Ecology**

Programs offered:

Certificate in Urban Ecology (TU)

The world’s human population is large, growing, and—as of 2009—mostly urban. Thus, urban expansion will be necessary. If current practices continue, U.S. cities will expand via urban sprawl. Sprawl is low density, unplanned development characterized by segregated land uses and auto-dependence. It is also notoriously inefficient and unsustainable with regard to both natural and social resources. To better conserve our limited resources while accommodating population growth, we need to understand how biophysical and social elements of our urban systems interact. Urban Ecology is the multidisciplinary, scientific study of these interactions.

The Urban Ecology program covers the state of urban ecological knowledge and best practices for promoting and implementing sustainable development through education and public policy. It explores the urban ecology of cities across the U.S. and abroad. However, it uses the Atlanta metropolitan area as its primary model, outdoor laboratory (e.g.: Atlanta BeltLine, Chattahoochee River National Recreation Area, Druid Hills neighborhood, Piedmont Park, Historic Oakland Cemetery, and Zero Milepost Marker) and source of guest speakers (e.g.: transportation planners from the Atlanta Regional Commission and public health professionals from the Center for Disease Control and Prevention).

Each student who earns a certificate will be prepared to make significant contributions to growing cities by engaging in local/regional governance, educating neighbors, earning a graduate degree, and working or volunteering for government, non-government, and academic institutions.

### **Certificate in Urban Ecology (TU)**

1. Completion of UEP 320 Urban Ecology.
2. Completion of two 4 or 5 semester hour electives that are related to Urban Ecology and approved by the director of the Urban Ecology program. Acceptable electives may include, but are not necessarily limited to:

BIO 380	Conservation Biology
ECO 325	Environmental Economics
NPM 220	The Nonprofit Sector
SOC 101	Introduction to Sociology
UEP 290	Special Topics in Urban Ecology
UEP 490	Advanced Special Topics in Urban Ecology
ULP 303	New American City
3. Completion of a minimum of 4 semester hours of one of the following courses:

UEP 400	Advanced Independent Study in Urban Ecology
UEP 410	Internship in Urban Ecology
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the certificate; the grade of "S" is required instead for students taking UEP 410 Internship in Urban Ecology.
  - b. Students are urged to take UEP 320 Urban Ecology as early as possible (sophomore or junior year) to meet the prerequisites for other courses required for the certificate.
  - c. Some of the required courses have additional prerequisites. These prerequisites apply to students seeking the Urban Ecology certificate. ([Back to ToC](#))

### **8.38. Urban Leadership (Rich Foundation Urban Leadership Program)**

Programs offered:

Certificate in Urban Leadership (TU)

Oglethorpe's Rich Foundation Urban Leadership Program (RFULP) challenges students to develop their leadership ability throughout their college years and awards the Certificate of Urban Leadership at graduation. Through a balance of academic courses, guest speakers, and various on- and off-campus experiences, it prepares graduates to meet the challenges of responsible citizenship in local, national and international communities. Students gain a broad understanding of leadership concepts, theories and applications and are encouraged to consider their education in light of the demands of leadership in their own lives as well as in their communities.

The RFULP takes full advantage of the extraordinary resources of the Atlanta metropolitan area. A major economic force in the Southeast, Atlanta is rich with exceptional learning opportunities in the realms of politics, business, the arts, information technology, entertainment and community service. Few selective universities are able to combine a rigorous liberal arts education with the resources and opportunities of a world-class city.

Admission to the RFULP is competitive. Students may apply in the freshman, sophomore or junior year. The director and a selection committee evaluate candidates on the basis of commitment to leadership-related study, the desire for leadership understanding and application, extracurricular participation, academic record, civic engagement and service learning experiences.

### **Certificate in Urban Leadership (TU)**

1. Completion of all of the following courses:

POL 490	Advanced Special Topics in Politics: Moral and Political Leadership
ULP 303	The New American City
ULP 304	Community Issues Forum: Principles into Practice
2. Completion of an appropriate fourth course to serve as an elective.
3. Additional requirements and things to note:
  - a. Students admitted to the RFULP must maintain a cumulative grade-point average of 2.5 or higher.
  - b. The choice of the elective in 2., above, must be made in consultation with the director of the RFULP and the academic advisor, both of whom must ultimately approve the selection in advance. Ideally, this elective course will be part of the student's major or minor or in an area of vocational interest. The principal objective of the elective requirement is to look for intellectual or applied leadership in the student's chosen field or profession.
  - c. Students must demonstrate leadership on- and off-campus by their participation in university, civic, faith-based, and/or community endeavors in Atlanta.
  - d. Students must organize and participate in conferences, workshops and symposia on- and off-campus.
  - e. At the end of the senior year, students submit a 3-5 page leadership portfolio to the director of the RFULP detailing their leadership challenges and opportunities while in the program. The final portfolio contains written work drawn from the student's leadership courses and experiences. ([Back to ToC](#))

### **8.39. Women's and Gender Studies**

Programs offered:

Minor in Women's and Gender Studies (TU)

Women's and Gender Studies is intended to introduce the student to the history of women and the effects of gender on the forms of and approaches to disciplinary study and practice.

#### **Minor in Women's and Gender Studies (TU)**

1. Completion of WGS 280 Gender, Culture, and Communication.
2. Completion of four of the following elective courses, totaling at least 16 semester hours:

ART 491	Advanced Special Topics in Art History: Feminism and Art
CRS 420	Media, Culture and Society
CRS 480	Rhetoric of Human Rights
ECO 424	Labor Economics
ENG 304	Women Poets
ENG 394	Special Topics in Major British and American Authors: Jane Austen
FRE 404	Great French Actresses and Their Film Roles
HIS 413	The Witch Craze
INT 290	Special Topics in Interdisciplinary Studies: Sex and Gender in the Cinema
JPN 250	Princes, Hermits and Courtesans: Traditional Japanese Literature in Translation
JPN 251	Identity and Nationhood in Modern Japanese Literature

PSY 290	Special Topics in Psychology: Human Sexuality
SOC 201	The Family
SOC 290	Special Topics in Sociology: Gender and Society
SPN 490	Advanced Special Topics in Hispanic Languages, Literatures and Cultures: Contemporary Latin American Women Writers
WGS 200	Independent Study in Women's and Gender Studies
WGS 290	Special Topics in Women's and Gender Studies
WGS 400	Advanced Independent Study in Women's and Gender Studies
WGS 407	Internship in Women's and Gender Studies
WGS 490	Advanced Special Topics in Women's and Gender Studies

3. Additional requirements and things to note:
  - a. At least one of the four elective courses must be at the upper level.
  - b. Students must select their elective courses in 2., above, from at least three different disciplines.
  - c. No courses taken in completion of the minor can be used towards satisfying the requirements for any other major or minor. ([Back to ToC](#))

## 8.40. Writing

The Writing minor produces graduates who write articulate, informative and persuasive work in a variety of genres and for a variety of audiences, cultural perspectives and purposes. Students learn to use concrete detail and logic appropriate to the genre to show clearly, convincingly and with impact the justification for their insights or the positions they assert. Writers fulfill the intentions and potential of their work of various kinds, pursuing either a literary or eclectic emphasis. Through their courses and co-curricular activities intended to integrate different kinds of writing, our Writing students receive a rich experience and good preparation for writing after graduation.

Programs offered:

Minor in Writing (TU)

The Writing minor offers two possible pathways:

- A literary writing emphasis, for students who prefer to focus on writing poetry, nonfiction and other similar literary genres that may be offered as special topics or as independent studies in Writing.
- An "eclectic" writing emphasis for students who prefer to focus on examining a diverse array of writing genres, including especially non-literary ones.

No matter which path is selected, each minor must complete the course WRI 490 Advanced Special Topics in Writing: Writing Capstone and Portfolio.

### **Minor in Writing (TU) (with Literary Emphasis)**

1. Completion of four of the following courses, totaling at least 16 semester hours:

ENG 230	Creative Writing
ENG 231	Biography and Autobiography
ENG 330	Writing Poetry
ENG 331	Writing Prose, Fiction and Nonfiction
ENG 401	Internship in English
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing

2. Completion of WRI 490 Advanced Special Topics in Writing: Writing Capstone and Portfolio.

3. Additional requirements and things to note:
  - a. Students pursuing a B.A. in Communication and Rhetoric Studies (CRS) are required to complete a minor in a related field of study. However, the Writing minor cannot be used to satisfy this requirement.
  - b. ENG 401 Internship in English can only be counted once for the Writing minor. For ENG 401 to qualify it must be pre-approved to be a writing-intensive experience supervised by an English and Comparative Literature faculty member.
  - c. If WRI 490 is taken as one of the four courses mandated in item 1, above, it cannot be the same version as required in item 2; that is, the “special topic” used to satisfy item 1 cannot be “Writing Capstone and Portfolio.”

### **Minor in Writing (TU) (with Eclectic Emphasis)**

1. Completion of four of the following courses, totaling at least 16 semester hours:
 

CRS 240	Journalism
CRS 260	Writing for Business and the Professions
CRS 310	Public Relations Writing
CRS 320	Persuasive Writing
CRS 401	Internship in Communication and Rhetoric Studies
ENG 230	Creative Writing
ENG 231	Biography and Autobiography
ENG 330	Writing Poetry
ENG 331	Writing Prose, Fiction and Nonfiction
ENG 401	Internship in English
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
2. Completion of WRI 490 Advanced Special Topics in Writing: Writing Capstone and Portfolio.
3. Additional requirements and things to note:
  - a. Students pursuing a B.A. in Communication and Rhetoric Studies (CRS) are required to complete a minor in a related field of study. However, the Writing minor cannot be used to satisfy this requirement.
  - b. For CRS 401 to qualify, the internship must be pre-approved to be a writing-intensive experience supervised by a Communication and Rhetoric Studies faculty member.
  - c. For ENG 401 to qualify it must be pre-approved to be a writing-intensive experience supervised by an English and Comparative Literature faculty member.
  - d. Only one internship can be counted among the courses required for the minor.
  - e. If WRI 490 is taken as one of the four courses mandated in item 1, above, it cannot be the same version as required in item 2; that is, the “special topic” used to satisfy item 1 cannot be “Writing Capstone and Portfolio.” ([Back to ToC](#))

## 9. Educational Support and Enrichment

### 9.1. Academic Success Center

The Academic Success Center (ASC) provides comprehensive academic support programs and services that enhance students' learning potential, thereby promoting academic success and personal growth. The ASC provides a nurturing environment in which students are better able to understand how to learn as well as enhance their collegiate experiences. The ASC serves as a catalyst to help achieve University goals by promoting high graduation rates, promoting excellence in advising, providing support systems to all students, and increasing freshmen retention. All programs and services provided by the ASC are available to all students at no charge. The ASC is located on the bottom floor of Philip Weltner Library. Additional information about programs and services is available at, [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: success).

Below are listed specific services provided by the ASC. ([Back to ToC](#))

#### 9.1.1. Academic Advising

The ASC is serves as either primary or secondary academic advisor to all undergraduate (TU and EDP) students. Please see [Sec. 5.7.1.](#) and [Sec. 5.7.2.](#) for more information. ([Back to ToC](#))

#### 9.1.2. Academic Coaching

Academic coaching provides students with a chance to work individually with a professional staff member in the ASC to improve their academic skills, confidence, and performance. The academic coach empowers students to become successful and self-directed lifelong learners. Working one-on-one with an academic coach will help students identify and utilize new learning tools and strategies in order to help students meet their academic and personal goals. Each week coaches help students create their own action plan by identifying priorities and deadlines for the week.

Academic coaching is open to all undergraduate (TU and EDP) students. To ensure the full benefits of this experience, students are asked to commit at least one hour per week, for at least one complete semester, to academic coaching. ([Back to ToC](#))

#### 9.1.3. Disability Programs and Services

Oglethorpe attempts to ensure that all University goods, services, facilities, privileges, advantages and accommodations are meaningfully accessible to qualified persons with disabilities in accordance with the American Disabilities Act (ADA) of 1990, Section 504 of the Vocational Rehabilitation Act of 1973 and other pertinent federal, state and local disability anti-discrimination laws; see [Sec. 2.6.2.](#) and especially [Sec. 2.6.2.2.](#)

The ASC coordinates services available for and provides information upon request to students with disabilities. Students with disabilities are asked to contact the office prior to their first semester to register for assistance and to ensure that appropriate accommodations are made. The office answers questions regarding accessibility and accommodations at the University, maintains a computer with accessible hardware and software, provides testing accommodations, and can assist with filing disability-related grievances and complaints. See [Sec. 2.6.2.2.](#) for additional information. ([Back to ToC](#))

#### **9.1.4. EXCEL@OU**

The EXCEL@OU program is an academic support program run by the ASC for students who are on academic warning or probation. This program provides students an extended opportunity to work with staff members and to develop customized success plans. Participants also gain access to additional academic support services including tutoring, workshops, academic coaching, supplemental instruction sessions, and study hours. ([Back to ToC](#))

#### **9.1.5. Peer Tutoring**

Peer tutoring is offered at no cost to Oglethorpe students by the ASC. Tutoring is available in many courses, with an emphasis on introductory freshman- and sophomore-level courses. Tutors in calculus, physics, chemistry, and biology, as well as other courses, are available to meet with students. All tutors are successful undergraduate students. To make an appointment or to view drop-in hours, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: success). ([Back to ToC](#))

#### **9.1.6. Supplemental Instruction**

The supplemental instruction (SI) program provides peer-facilitated study sessions led by qualified and trained undergraduate SI leaders who attend classes with students and encourage students to practice and discuss course concepts in sessions. Sessions are open to all students who want to improve their understanding of the material, as well as their grades. To view a listing of courses and sections with SI, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: success). ([Back to ToC](#))

#### **9.1.7. Writing Center**

The writing center provides students with confidential and personal assistance with any written assignment for their courses or their professional development at no cost. Peer tutors are trained to be responsive to a student's particular needs, to help him or her identify strengths and weaknesses in his or her writing and to help build his or her confidence in academic and creative writing. To make an appointment or to view drop-in hours, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: success). ([Back to ToC](#))

### **9.2. Atlanta Regional Consortium for Higher Education**

The Atlanta region enjoys a concentration of colleges and universities matched by few U.S. metropolitan areas. Their diversity of programs and collective resources make the Atlanta region one of America's leading centers for higher education.

Twenty public and private colleges and universities—including Oglethorpe—comprise the membership of the Atlanta Region Consortium for Higher Education (ARCHE); the membership roster also consists of five affiliated libraries and 12 corporate and nonprofit community partners. ARCHE brings these constituents together to build awareness of the campuses' collective scope, impact and value and to help them share strengths through cooperative programs. For additional information, please visit [www.atlantahighered.org/](http://www.atlantahighered.org/) (from which all information in this section is taken).

ARCHE works to strengthen public support for higher education, promote economic and community development, and help its members collaborate in ways that leverage their individual strengths. ARCHE offers two important cooperative programs that help its member institutions expand opportunities for students, faculty and staff. ([Back to ToC](#))



### 9.2.1. Cross Registration Program

ARCHE's cross registration program allows students at member institutions to broaden their academic experience by registering for courses at other member colleges and universities. It shares the vast resources of ARCHE member specialties by offering students access to courses not offered at their home institution, and allows them a chance to experience a different campus environment.

Registration is handled through a student's home institution. Students must contact their college or university's cross registration coordinator. Further details are available in [Sec. 5.9.3.1.](#) of this *Bulletin*. ([Back to ToC](#))

### 9.2.2. Interlibrary Loan Program

Collectively, the libraries of ARCHE member institutions contain millions of volumes and countless periodicals, journals and other print and electronic educational resources. Through ARCHE, these vast resources are shared among member institutions' students and faculty. Member institutions also collaborate with the region's major non-university libraries and archives through ARCHE's affiliated library members (which include Atlanta-Fulton County Library System, Kenan Research Center at the Atlanta History Center, Jimmy Carter Presidential Library, Georgia Public Library Service, and National Archives and Records Administration—Southeast Region). ([Back to ToC](#))

## 9.3. Bookstore

The University bookstore is located on the lower level of the Phoebe Hearst Hall. Normal hours of operation are 9:30 AM to 6:00 PM Monday through Thursday, and 9:30 AM to 5:00 PM on Fridays. The bookstore is typically closed on Saturdays, except during special on-campus events. For additional information, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: bookstore). ([Back to ToC](#))

## 9.4. Career Services and Courses

Career counselors provide resources to assist students in making informed decisions regarding job search and career options. These resources include one-on-one sessions with qualified counselors, half-semester career courses for sophomores and seniors, access to job and internship databases, a career library, mock interviews, resume writing, career fairs, workshops and on-campus recruitment. The department also supports students interested in continuing their education by assisting with graduate school exploration and planning, application strategies and review of personal statements. Students also have the option of pursuing internships for academic credit through the Center for Experiential Learning (see [Sec. 9.8.](#)).

Career services offers two career assessments including the Myers-Briggs Type Indicator and the Strong Interest Inventory. These assessments provide information about environmental and work style preferences, industries and job titles for further exploration, and personal strengths from which students can gain career success and satisfaction. Workshops are presented each semester to prepare students for life after college, including resume writing, interviewing, professional dress, workplace/social etiquette and job search techniques. Each year a number of prospective employers and graduate schools visit the campus for the purpose of providing information on careers and advanced degree opportunities. Current information on permanent, summer and part-time job opportunities is made available to both students and alumni. The center for experiential education conducts a number of career fairs throughout the year for internships and positions at non-profit organizations, schools, and for-profit organizations.

For additional information go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: career services) ([Back to ToC](#))

### 9.4.1. Career-Related Courses

CHO 101 Sophomore Choices: Students in their second, third and fourth semesters are encouraged to enroll in a section of CHO 101 Sophomore Choices. A special section is open only to students who are undeclared in their major. All Sophomore Choices seminars are designed to introduce students to a model for career decision making that will be useful in the short- and long-term. Students will explore career theories, assessments and inventories, resources for exploring vocational information, and components of a successful career plan.

SEN 401 Senior Transitions: In the liberal arts environment, students gain a broad education with essential communication and critical thinking skills. It is important that students also learn how to communicate those skills to potential employers or graduate schools. SEN 401 Senior Transitions picks up where Sophomore Choices leaves off and teaches the skills necessary to implement the career decision. ([Back to ToC](#))

## 9.5. Center for Civic Engagement

The Center for Civic Engagement (CCE) was created to expand, enhance and promote faculty, staff, and student connections with the city of Atlanta through service projects, service learning courses, internships, and student leadership development. The CCE has four key focus areas:

- Education;
- Environmental stewardship;
- Health and wellness; and
- Homelessness and hunger.

Programs in which the CCE is involved include:

- Coordinating Oglethorpe's four annual service days:
  - Orientation Day of Service (August);
  - Atlanta Day of Service (October);
  - Martin L. King, Jr. Day of Service (January);
  - OU Day of Service (April).
- Planning and implementing alternative winter and spring break trips where students volunteer for a week in direct domestic or international service with their peers.
- Education partnerships with Charles R. Drew Charter School and PATH Academy.
- Collaborations with:
  - The RFULP (Rich Foundation Urban Leadership Program);
  - SENCER (Science Education for New Civic Engagements and Responsibilities) faculty;
  - The urban ecology program;
  - Oglethorpe Women's Network.

Finally, the CCE supports (both financially and in terms of personnel) two curricular and co-curricular initiatives:

- Service Learning (SL) courses integrate the concepts of the course with service in the community. See [Sec. 9.8.3](#) for a more full exposition.
- Active learning courses and domestic study trips. See [Sec. 9.8.1](#) for additional details.

For further information, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: cce) ([Back to ToC](#))

## 9.6. Endowed Funds which Support the University's Curriculum, Faculty, Students and Mission

- The Carlisle Arts Enrichment Fund: Funding was established by a gift from Mr. R. Andy Milford, class of 1999, in memory of Dr. Ronald Carlisle. The purpose of the fund is to provide annual budgetary assistance to the arts at Oglethorpe University.
- The Nathan and Ernestine Pitman Cooper Endowment to the Oglethorpe University Music Department: This fund was established in 2009 by a gift from Oglethorpe University Trustee David Nathan Cooper and is named in honor of Mr. Cooper's parents.
- The Herman Daughtry Fund: This fund was established in 1980 by a gift from the Daughtry Foundation. It provides support for professional travel and scholarship by the president and for special projects relating to the office of the president.
- The Grenwald Faculty Salary Endowment: This fund was established in 1991 by a bequest from Edward S. Grenwald. Mr. Grenwald was a law professor before coming to Atlanta to engage in the private practice of law. He served as a member of the Oglethorpe University Board of Visitors and of the Board of Trustees. The fund is part of the University's permanent endowment and, at Mr. Grenwald's request, is used primarily for the enhancement of faculty salaries.
- The Lu Thomasson Garrett Annual Award for Meritorious Teaching: This prize was created in 1994 through the generosity of Mr. and Mrs. David (Lu La Thomasson) Garrett. The late Mrs. Garrett was a 1952 graduate, an Oglethorpe honorary degree recipient and member emeritus of the Board of Trustees. The prize is awarded annually to an outstanding faculty member selected by a committee of his or her peers.
- The Gisela Halle Endowment Fund: Established in 2003 by gifts from Mr. Claus Halle and his estate, this fund provides funding for students to study abroad in Germany, the faculty exchange program with Dortmund University, and other German initiatives.
- The Eugene W. Ivy Endowment Fund: Established by planned gifts from Mr. Ivy, a 1949 graduate of Oglethorpe, the fund provides unrestricted income to the University.
- The National Endowment for the Humanities Core Curriculum Endowment: In 1996, Oglethorpe University was awarded a challenge grant in the amount of \$300,000, which enabled the University to raise a total of \$1.1 million for an endowment to support the Core curriculum and library purchases for the Core.
- The Pattillo Faculty Lounge Endowment Fund: Created in 2000 by the Pattillo Family Foundation in honor of Manning M. Pattillo, Jr., the 13th president of Oglethorpe, this fund provides a permanent source of funds to maintain and improve the faculty lounge on the third floor of Hearst Hall.
- The Garland Pinholster Fund for Academic and Athletic Excellence: This fund was established in 1995 by friends and admirers in honor of Mr. Pinholster, who served as athletic director and head basketball coach from 1956 to 1966. Mr. Pinholster received an honorary Doctor of Humane Letters from Oglethorpe in 2004. The fund provides incremental funding beyond the athletic department's normal budget.
- The Rich Foundation Urban Leadership Program Endowment: Established in 1996 by the Rich Foundation, this endowment provides funding for the Rich Foundation Urban Leadership Program, a certificate program that challenges its participants to pursue their leadership potential while utilizing the city of Atlanta as a living laboratory.
- The William O. Shropshire Endowed Fund: This endowed fund was established in 2008 through the generosity of Cemal Özgörkey, class of 1984, and Armagan Özgörkey, class of 1985, in honor of Dr. Shropshire, Professor Emeritus of Economics.

- The Anne Rivers Siddons Award: This fund was endowed by Anne Rivers Siddons, the celebrated novelist, former member of the Board of Trustees, Oglethorpe honorary degree recipient and daughter of L. Marvin Rivers, a 1928 graduate. The prize is awarded annually to a graduating senior majoring in English who has submitted the best work of short fiction.
- The Philip Weltner Endowment: This fund was created in 1981 by memorials to Dr. Philip Weltner, the sixth president of Oglethorpe. Earnings from the fund support instruction in “human understanding, citizenship and community service,” three of the pillars of the Oglethorpe curriculum during the Weltner years, 1944 to 1953. ([Back to ToC](#))

## 9.7. Endowed Professorships and Lecture Series

- Frances I. Eraerts Professor of Foreign Language: This professorship was established in 1997 by a bequest from the estate of Miss Eraerts, a non-traditional student who graduated in 1976.
- Vera A. Milner Professor of Education: The Milner Professorship was established in 1988 by the Vera A. Milner Charitable Trust. The trustees of the Milner Trust, Belle Turner Lynch, class of 1961, Virginia Turner Rezetko and Vera Turner Wells, created the professorship in honor of their aunt, Vera A. Milner. The holder of the professorship is a scholar in early childhood education.
- Manning M. Pattillo, Jr., Professor of Liberal Arts: This professorship was established in 1991 through the generosity of Miriam H. and John A. Conant and the John H. and Wilhelmina D. Harland Charitable Foundation in honor of Dr. Pattillo, the 13th president of Oglethorpe from 1975 to 1988. The professorship honors the work of an outstanding faculty member. A new Pattillo Professor is chosen every two years.
- The Mack A. Rikard Chair in Business Administration and Economics, and the Rickard Lecture Series: The Mack A. Rikard Chair supports a scholar in business administration or economics, advancing Mr. Rikard’s own interest in the free enterprise system. The chair also coordinates the Rikard Lecture Series, aimed at helping college students understand current issues in business. Established in 1991 by Mr. Rikard, a 1937 alumnus and an honorary degree recipient, the lectures bring to campus guest speakers who are recognized leaders in their professions. The series is intended to foster in students a particular appreciation of economics. ([Back to ToC](#))

## 9.8. Experiential and Active Learning

Oglethorpe provides numerous opportunities for deep experiential learning where students can connect theory to practice. Such experiences include active learning courses and related domestic study trips; internships; service learning courses and activities; and study abroad. Many of these activities are under the aegis of Oglethorpe’s Center for Experiential Learning (CEL). ([Back to ToC](#))

### 9.8.1. Active Learning Courses and Related Domestic Study Trips

Oglethorpe faculty provide students a variety of opportunities to participate in domestic study trips related to their coursework. Many of these courses involve short trips to specific sites in Atlanta to visit a museum, cultural center, nature preserve, historic site, corporate headquarters or a session at the state legislature. Other times, experts visit campus to speak and interact with student and faculty about topics such as leadership, politics, the environment, science or business. Domestic study trips are particularly prevalent in the FYS 101 and OGL 101 courses associated with Oglethorpe’s first-year experience (see [Sec. 9.9.](#)). Faculty requiring student participation in off-campus activities as part of a course clearly indicate such on their course syllabus. ([Back to ToC](#))

### **9.8.2. Internships**

Internships for academic credit are coordinated through the CEL. All internships for credit are supervised by a full-time member of the Oglethorpe faculty; part-time faculty members may supervise internships for credit only with prior approval of the experiential education committee and the provost.

Students seeking an internship for credit must have at least sophomore status and must be in good standing (see [Sec. 5.23.](#)), with a minimum 2.0 cumulative grade-point average. Transfer students must have completed at least one semester at Oglethorpe prior to requesting an internship. Students must complete an application packet including an online application, paper registration form, paper learning agreement, and—if earning more than four hours of academic credit—a paper internship appeal form. The learning agreement must include an academic writing component in conjunction with the internship. Internship final papers must be five pages per semester hour earned (i.e., a 4 hour internship will yield a 20 page final paper). Interns must spend approximately 30 hours on site for every semester hour of credit received.

All internships are graded on a satisfactory/unsatisfactory basis, and total credit awarded for internships cannot exceed 12 semester hours. Specific application deadlines apply: June 1 for summer semester; August 20 for fall semester; January 16 for spring semester.

Students who wish to engage in internships on a voluntary basis do not need to apply for academic credit; however they should follow the basic guidelines for internships and are strongly encouraged to seek assistance from the CEL.

For more information, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: internship). ([Back to ToC](#))

### **9.8.3. Service Learning**

Service learning courses, designated by “SL” in the course listings, are those for which professors choose to employ the pedagogy of service learning to assist in the achievement of their learning objectives. In such courses, service to the community is integrated into the syllabus, providing students the opportunity to see the application of disciplinary concepts beyond the classroom. SL activities may consist of any of a wide range of activities that assist community organizations in their work. Various types of reflective assignments, such as journals and discussions, are used to highlight the link between theory and reality. Such courses typically include a minimum of 25 hours of service over the semester. ([Back to ToC](#))

### **9.8.4. Oglethorpe University Students Abroad**

Students who wish to become more competitive in the increasingly global field of higher-education, and who are simultaneously interested in exploring other cultures and in developing and sharpening language skills, should investigate participating in one or more of the Oglethorpe University Students Abroad (OUSA) programs described below.

Oglethorpe academic advisors and the director of OUSA serve as primary consultants for students who seek any study abroad experience. Students who wish to apply for financial assistance should contact the director of financial aid early in the pursuit of a study abroad program to determine what funds may be available. Specific deadlines and itineraries for short-term trips appear throughout the year in student e-mails, the student e-letter, and fliers distributed around campus.

Every TU student attending an Oglethorpe-approved semester or year abroad may apply to receive credit for one semester of the junior year Core, either COR 301 Historical Perspectives on the Social Order I or COR 302 Historical Perspectives on the Social Order II, at the student's discretion. An EDP student attending an Oglethorpe-approved semester or year abroad may apply to receive credit for one semester of credit for the history, fine arts or humanities component of the EDP general education distribution requirement, depending on the nature of the trip and the coursework required. Consult the provost, registrar or the director of OUSA for details.

The most up-to-date list of exchange partners and upcoming opportunities (as well as chronicles from past trips) can be found at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: ousa).

Any TU or EDP student applying to study abroad for any full-time or part-time summer session or for any regular semester must be in good standing with the University (see [Sec. 5.23.](#)), and must have at least a 2.5 cumulative grade-point average. ([Back to ToC](#))

#### **9.8.4.1. International Exchange Partnerships**

Oglethorpe offers unique opportunities for students to study for one semester or one year at a wide variety of partnership colleges and universities. The current list of international exchange partners can be found at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: ousa). All of the student exchanges at these institutions cost the student what he or she pays for tuition at Oglethorpe, with the exception of lab fees, supply fees, etc. that may be charged by the partner university. ([Back to ToC](#))

#### **9.8.4.2. Independent Study Abroad**

Numerous opportunities exist for any qualified student to study at non-partnership universities of the student's choice throughout the world, in science, economics, social sciences, languages, art, communications, the liberal arts, and business. The director of OUSA will help advise and direct each student in selecting the appropriate university abroad. Financial resources and stipends are available for academic study in some countries. ([Back to ToC](#))

#### **9.8.4.3. Short-Term Trips**

The OUSA office creates, organizes, and directs short-term, for-credit academic study trips abroad during the summer months and during December, March and May. Oglethorpe professors develop these trips as intensive explorations of culture, cuisine, music, history, politics, art, archaeology, and business. Destinations have included Italy, France, Spain, England, Greece, Central and Latin America, and Russia. Students may choose to receive academic credit for their participation, which includes note-taking, photography, field documentation, journaling, and a research project to be completed after returning from the trips as independent work with the professor. ([Back to ToC](#))

#### **9.8.4.4. Oxford University, Oxford, England**

Through the Washington International Studies Council, students who wish to study at Oxford University for a semester or a year may do so as a registered visiting student with university privileges. While at Oxford, students live with international students in Oxford housing. By special agreement, tuition at Oxford University will cost the student the price of his or her Oglethorpe

tuition. All students who study at Oxford will receive an Oxford transcript. Applications and eligibility requirements can be obtained from the director of OUSA. ([Back to ToC](#))

## 9.9. First-Year Experience

Oglethorpe's faculty and student affairs staff work together to coordinate academic offerings, co-curricular programs, and student services in order to create a first-year experience that is welcoming, supportive and challenging. This integrated program is committed to encouraging TU first-year students to succeed.

Major features of the first-year experience include:

- The courses FYS 101, 102 First Year Seminar I, II (for first-time TU freshmen). For transfer and international students, these are replaced by OGL 101 Introduction to Oglethorpe;
- A two-semester Core course sequence in humanities, COR 101, 102 Narratives of the Self I, II;
- Optional learning communities (LCs) pairing sections of FYS 101 with another course;
- Petrel Points co-curricular requirement (for TU first-time freshmen; see [Sec. 9.16.](#))
- The freshman advising program (see [Sec. 5.3.](#) and [Sec. 5.7.](#));
- Programs in the residence halls;
- The many support services of the Academic Success Center (see [Sec. 9.1.](#)); and
- A coordinated intervention process for assisting students in trouble.

Some designated sections of FYS 101 First Year Seminar I will be part of a learning community (LC). This is a special opportunity for professors and students to work together closely inside and outside of class. A LC consists of the same students taking one of a variety of FYS 101 courses, linked to a particular section of the required COR 101 or other designated freshman course, such as ECO 120 Principles of Microeconomics or SPN 101 Elementary Spanish I. By sharing the same students, LC professors and their upper-class peer mentors can better coordinate discussions and material studied, and students thereby receive additional enrichment and support in their first year of college. They also benefit from related co-curricular and extracurricular activities and social events organized to help freshmen to engage with and enjoy their academic work. Some of the communities are discipline-focused and aimed, for instance, at students in history, foreign language, economics, literature, or other fields. ([Back to ToC](#))

## 9.10. Georgia Shakespeare

Georgia Shakespeare—the professional theatre company in residence at Oglethorpe—is one of only two LORT (League of Regional Theatres) companies operating in the state of Georgia.

Dedicated to the production of the works of William Shakespeare and other enduring authors, Georgia Shakespeare annually mounts a full summer repertory season of three professional productions as well as an annual series of fall productions. With an over 20-year history and one of the largest audience bases of any theatre in the southeast, Georgia Shakespeare enjoys a national notoriety that is both commercial and critical.

Recent hits include *The Merry Wives of Windsor*, *Two Gentlemen of Verona*, *Julius Caesar*, and Arthur Miller's modern classic, *Death of a Salesman*. Georgia Shakespeare's relationship with Oglethorpe University's theatre program fosters many opportunities for student involvement. Oglethorpe students have performed on stage with Georgia Shakespeare's professional acting company in all of the shows listed above, as well as served as technical, directing, and public relations interns, and house management and box office staff. Georgia Shakespeare provides an outstanding opportunity for our students to gain experience and connections in the world of professional theatre.

For more information, please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: shakespeare), or [www.gashakespeare.org/home](http://www.gashakespeare.org/home) (from which all information in this section is taken). ([Back to ToC](#))

## 9.11. Honor Scholarships

Each year, a number of national and international agencies offer a variety of scholarships recognizing achievement in academics and the potential to contribute to society. Exceptional Oglethorpe University students planning to advance their academic, leadership, or civic qualifications following graduation are encouraged to evaluate their qualifications to apply for these prestigious scholarships, including but not limited to the Fulbright, Marshall, Rhodes, Truman, Gates and Mitchell Scholarships. Students who meet basic qualifications are encouraged to notify the honor scholarships nominating committee of their intent to apply based on deadlines outlined on the Oglethorpe University website. It is not unusual for very well qualified candidates to start planning for applying for one or more of these awards during their sophomore year. The honor scholarships nominating committee, composed of faculty and staff, will review candidates and make a recommendation on a final nominee for each scholarship. For more information, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: honor scholarships). ([Back to ToC](#))

## 9.12. Information Technology Services (ITS)

The office of information technology services (ITS) supports all technology resources available to faculty, students and staff of Oglethorpe. The department strives to provide an up-to-date computing environment that is both flexible and responsive to the ever changing needs of the University. Services include operating the student computing labs, supporting faculty and staff desktops and the OU network that keeps everyone connected, maintaining secure servers, providing e-mail services, remote access, telecom, printing, web infrastructure and classroom enhancement programs, administrative computing (ERP) and much more.

Every residence hall room, faculty office, and appropriate staff office has a connection to the Oglethorpe computer network and, through that intranet, to the greater world of the internet with all its resources. Access is also available to students through computers located in the Philip Weltner Library, and in Goslin and Goodman Halls.

Through the network users can also connect to the Voyager Library System, which provides access to the library's catalog and to Galileo, the Georgia Library Learning Online services of the University System of Georgia. The Galileo system provides access to databases containing bibliographical information, summaries, and in many cases, access to full text of articles and abstracts.

For additional information about ITS, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: its). For additional policies concerning policies relating to digital media, information and communication please see [Sec. 2.6.5](#). Also, see [Sec. 5.2](#). for policies concerning access to, and appropriate academic use of, computers and other electronic devices.

Additional services and products provided and/or managed by ITS are noted below. ([Back to ToC](#))

### 9.12.1. Helpdesk

The helpdesk office is located in Goodman Hall. In addition to having a physical location, the helpdesk is available online at <https://help.oglethorpe.edu>. At the online address campus members may submit a service request for issues such as cable, Oasis, printing, photocopiers, and multimedia. One has the ability to track helpdesk calls as they happen. The online helpdesk is easy to use and is the fastest way to ensure service. ([Back to ToC](#))



### 9.12.2. E-Mail

All students who matriculate to Oglethorpe, and all faculty and staff who are hired, automatically receive an Oglethorpe e-mail account. All students and employees are reminded that Oglethorpe e-mail is the official means of communication on all Oglethorpe-related matters (see [Sec. 2.6.5.1.](#)). There are a variety of ways of configuring an Oglethorpe e-mail account for sending and receiving messages on personal computers, computers in computer labs across campus, and on mobile devices. Please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: its) for more information. The helpdesk in Goodman Hall will also assist with setting up e-mail accounts.

Oglethorpe e-mail account names and e-mail passwords are used to log on to other software and services provided by ITS. ([Back to ToC](#))

### 9.12.3. Moodle

Moodle is open source software for managing the web-based access to classes. At Oglethorpe, courses are automatically created and students are automatically enrolled, based on information from the registrar.

Using Moodle, students can see who their classmates and instructors are for each class and send them e-mail or messages. Instructors can use Moodle to make announcements, distribute materials, collect assignments, assign grades, take attendance or participation, provide on-line quizzes, manage e-mail-based discussion groups, and much more.

To log in to Moodle, either enter <http://moodle.oglethorpe.edu> in your browser's address bar, or go to Oglethorpe's homepage ([www.oglethorpe.edu](http://www.oglethorpe.edu)) and select "Moodle" from the bulleted list at the bottom of the page. Use your Oglethorpe e-mail account name and password to log in.

After you log in, you will be on the Moodle front page. On the left is a list of your current courses, organized by term and department. Click on the term, department and course name, to see the front page of that course.

On the front page of the course, you will see links to Participants (the other people in the course), Electronic Reserves (materials reserved for your course through the library), News Forum (mass e-mails sent to class members by the instructor), and potentially the syllabus and other class materials.

You will also see a link to Profile, where you can customize the information you want to make available to others and upload your picture. ([Back to ToC](#))

### 9.12.4. Oasis

Oasis provides faculty, staff and students with up-to-date data and access to important processes. For students, Oasis can be used to register for classes, modify course schedules, check grades, check Petrel Points accumulations, and look up personal financial and financial aid information. One can also examine and update a portion of his/her demographic data and, for work-study employees, enter timesheet data. ([Back to ToC](#))

### 9.12.5. PetrelNet

PetrelNet is Oglethorpe's internal online community (or intranet). Here, you can access valuable documents and information about things happening on campus.

To log in to PetrelNet, go to Oglethorpe's homepage ([www.oglethorpe.edu](http://www.oglethorpe.edu)) and select "PetrelNet" from the bulleted list at the bottom of the page. Use your Oglethorpe e-mail account name and password to log in.

The latest Oglethorpe news and announcements can always be found on PetrelNet. You can also look up the contact information for faculty and staff. The latest menu for the cafeteria is available right on the front page. There is even local weather and traffic to help you plan your day.

PetrelNet is the repository of forms that you may need to fill out for various activities and functions at the University. There is also information from the different departments on campus to help keep you informed on procedures and functions as you navigate campus life. In addition, there are special areas of PetrelNet for organizations and groups that are only accessible to them. This allows you to share and collaborate with students, faculty and staff as you plan and prepare for your meetings and events.

For those who are subject to the Petrel Points co-curricular requirement (see [Sec. 9.16.](#)), PetrelNet provides the official list of events approved for Petrel Points as well as information on how to request that a scheduled event be approved for Petrel Points and a form for requesting an investigation into allegedly missing Petrel Points. ([Back to ToC](#))

#### **9.12.6. Turnitin**

Turnitin is originality-checking software designed to help students avoid plagiarism and to aid professors in detecting it. The use of Turnitin by faculty is voluntary. Students should make sure they understand their obligations under the Oglethorpe honor code (see [Sec. 10.](#)). Students who are uncertain about plagiarism and how to avoid it are strongly advised to seek help with both their instructors and the writing center (see [Sec. 9.1.7.](#)) in developing all stages of written work, including issues of quoting and citing. For additional information, please visit [http://turnitin.com/en\\_us/home](http://turnitin.com/en_us/home). ([Back to ToC](#))

### **9.13. Interdisciplinary and Individually-Tailored Educational Opportunities**

Cross registration through ARCHE (see [Sec. 5.9.3.1.](#) and [Sec. 9.2.](#)) provides a powerful way of augmenting the rich curricular opportunities available at Oglethorpe by allowing our students to leverage curricular options available at 19 other public and private colleges and universities in the metro Atlanta area.

A second option for expanding curricular opportunities is to work with a faculty mentor to develop an independent study. Independent studies can be employed to do advanced research in biology, study Southern writers, produce technically and conceptually sophisticated paintings and other works of art, or any of myriad other possibilities. Independent study also provides a way of looking at interdisciplinary areas (archeology, for example) which are not a formal part of the Oglethorpe curriculum. Please consult [Sec. 5.15.](#) for further requirements and explanations.

While Oglethorpe has a variety of major, minor and certificate programs, students who wish to major (or minor) in relatively untraditional areas have the option of creating an independently planned major (or minor). A recent graduate, for example, developed an independently planned major which combined business administration with art. She is now serving a one-year apprenticeship at Sotheby's in London. Please see [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: ipm) for some further recent examples of interesting independently planned majors, as well as relevant application forms. See [Sec. 8.21.](#) of this *Bulletin* for additional requirements and explanations.

Finally, it is possible to simultaneously exploit ARCHE cross registration, independent studies and independently planned majors and minors to develop an educational program that is strategic, utterly unique and personally fulfilling. Students should work closely with their academic advisors in planning and executing such initiatives. ([Back to ToC](#))

#### **9.14. International Partnership with Université Catholique de Lille (France) Leading to Two Degrees**

Oglethorpe has one academic program which leads to dual degrees. That program is Engineering—Dual Degree, and it is described in detail in [Sec. 8.16](#). In addition, Oglethorpe has a partnership with Université Catholique de Lille (in Lille, France). While not a dual degree program in the traditional sense, this arrangement does result, under special circumstances, in a student receiving two degrees, one from Oglethorpe University and the other from Université Catholique de Lille. Such a student (often a French major) typically completes three years of study at his/her home institution and one full year of academic study (a fourth year) at the partner school; the international exchange typically occurs during the student's junior or senior year. Upon successful completion of all requirements:

- An Oglethorpe student (who studies one year at Université Catholique de Lille) receives his/her regular Oglethorpe degree (usually a B.A.) and a License in Languages, Literature and Culture (LCE) or a License in Media, Culture and Communications (MCC) degree from Université Catholique de Lille.
- A student from Université Catholique de Lille (who studies one year at Oglethorpe) receives a License in his/her chosen field from Université Catholique de Lille and a B.A. degree from Oglethorpe in the student's chosen major. ([Back to ToC](#))

#### **9.15. Oglethorpe University Museum of Art**

Oglethorpe University Museum of Art (OUMA) is located on the third floor of Philip Weltner Library. OUMA has brought Atlantans, as well as visitors from throughout the world, artworks which have both informed and exhilarated them. Whether Buddhas from around the world, paintings by Russian master Nicholas Roerich, or sculptures of American master Duane Hanson, it is OUMA's intention that the art works shown provide a meaningful experience for viewers.

In addition to the Museum's impressive permanent collection of fine art, three originally conceived and curated exhibitions are held each year, featuring art work which is international, representational, figurative, and spiritual in nature. Many exhibitions have garnered national media attention and brought international art experts from around the world to lecture on-campus.

OUMA is a unique and valuable resource for all students, especially art students. Since OUMA is the only small liberal arts university museum in the entire Southeast which regularly shows nationally and internationally recognized exhibitions, it offers Oglethorpe students the advantage of seeing international culture first hand within steps of their classrooms. This direct, personal experience of art enlightens the viewer and complements information presented in books and slides. ([Back to ToC](#))

#### **9.16. Petrel Points Co-Curricular Requirement**

Springing from Oglethorpe's QEP (see [Sec. 9.17](#)), the Petrel Points co-curricular requirement gives all entering first-time TU freshmen two regular (fall and spring) semesters to accumulate at least 12 Petrel Points (PPs). PPs are acquired when a student attends an event (usually held outside-of-class) which has been pre-approved. Such events are chosen for their potential to augment, reinforce or expand upon things going on in the classroom, although drawing such connections is the purview of instructors and students. The required 12 PPs must satisfy a distribution requirement:

- Arts, Education and Ideas (AEI): Musical, theatrical, artistic and scholarly events (including the Symposium in the Liberal Arts and Sciences), both on- and off-campus; 6 points required. Attendance at each of the foregoing events garners a student a single AEI PP.
- Civic Engagement (CE): Events coordinated through Oglethorpe's Center for Civic Engagement (CCE); 4 points required. Qualifying events include Orientation Day of Service, Orientation OUR Atlanta Trip, Alternative Winter Break, Alternative Spring Break and various local CCE initiatives (such as participation in recycling or community garden efforts, volunteering with Drew charter School or at Lynnwood Park or for Earth Day, and so forth). Further, each section of FYS 101 Fresh Focus I is entitled to take a minimum of one domestic study trip per semester (see [Sec. 9.8.1.](#)). The trips are arranged by the instructor in cooperation with the CCE, and ideally reflect the theme of that particular section of the course. Some trips have been local (to the Centers for Disease Control and Prevention, for example) while others have been more elaborate (to the National Holocaust Museum in Washington, DC, for instance). Students usually earn one CE PP for attending each such event/trip, although the Alternative Winter and Spring Break excursions are worth four PPs each.
- Campus Leadership and Citizenship (CLC): Originally this rewarded attendance at events judged to contribute significantly to campus cohesion and culture, including Boar's Head, Oglethorpe Day and Commencement; 2 PPs required. As time went on, the CLC category was broadened considerably. Currently, students can acquire CLC PPs by participating or performing in (as opposed to simply attending) musical, theatrical and artistic events, playing on a varsity sports team, hosting a prospective student overnight, holding a leadership position in a campus organization, writing a particular number of articles for one or more of our campus publications, starting a new student club or organization, and participating in a career fair. Each of the foregoing activities qualifies a student to earn a single CLC PP.

PPs are managed on the Petrel Points portion of PetrelNet (see [Sec. 9.12.5.](#)). It is here that faculty, staff and students can fill out an online application to request PPs be awarded for participation in an upcoming event. It should be noted that all PP events require such an application well in advance. Also present is a continuously updated official calendar of upcoming events which have been pre-approved for PPs, and what type of PPs (AEI, CE, CLC) is associated with a particular event. Finally, there is an online form for students to request a review of missing PPs (that is, PPs they should have earned by attending or participating in a sanctioned event, but which have not yet been credited to their PPs accumulation). Each student can check his/her PP progress on Oasis.

There are a large number of events approved for PPs. In the 2011-12 academic year, there were 157 AEI, 64 CE and 24 CLC events which were approved. And additional PP opportunities exist for those who tour the Oglethorpe University Museum of Art, play on varsity sports teams, work with admission in helping coordinate overnight stays for prospective students, and so forth.

Successful completion of the PP co-curricular program is a graduation requirement for those TU students who enter Oglethorpe as first-time freshmen. If an eligible student fails to satisfy the requirement during his/her first two regular semesters, he/she will be subject to a graduated set of penalties, starting with being forced to register at the very end of the registration queue, until the PP obligation has been fully satisfied.

Annual prizes are given during the honors and awards convocation for extraordinary achievements in the Petrel Points co-curricular program. ([Back to ToC](#))

### 9.17. Quality Enhancement Plan

Over approximately the previous decade, schools which are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) have each been required to develop a Quality Enhancement

Plan (QEP). Each institution is required to examine key issues which are emerging on campus and which have to do with student learning in the context of the institution's mission. The institution then develops goals to address one or more such issues as a way of improving the academic life of the college or university. Institutions must also show that they have the means to implement and assess the effectiveness of the components of their plan, making use of broad-based campus resources and constituencies.

After examining the education mission and programs then in existence at Oglethorpe, and comparing those to what current research was saying regarding educational efficacy and student success, the QEP Topic Selection Committee (comprised of faculty, students and administrators) developed Oglethorpe's QEP. Our QEP, entitled "Fostering a Culture of Engaged Learning for First-Year Students," has as its focus increasing the engagement of our first-year students (and particularly our first-time, TU freshmen) with one another and with the institution, its curriculum and its co-curriculum. In 2007, Oglethorpe submitted its QEP to SACS-COC, which subsequently added its endorsement.

As it is currently constituted, there are four goals addressed in Oglethorpe's QEP:

1. To ensure a successful transition to college.
2. To help develop critical thinking skills.
3. To promote an integrated approach to learning.
4. To encourage reflection upon and cultivation of active citizenship.

The plan has always had a two-pronged focus:

- Petrel Points Co-Curricular Initiative. Each TU first-time freshmen must acquire a minimum of 12 Petrel Points during his/her first two regular (fall and spring) semesters at Oglethorpe. Of the 12 points, 6 must derive from Arts, Education and Ideas (AEI) events, 4 from Civic Engagement (CE) events, and the remaining 2 from Campus Leadership and Citizenship (CLC) events. According to pages 30 and 31 of the original QEP proposal, the rationale behind the Petrel Points program is encapsulated as follows:

"We propose to begin by requiring first-year students to attend ten [later changed to twelve] events designated as 'co-curricular' each year with the twin goals of cultivating a more vital public intellectual life on campus and a greater awareness of and participation in civic affairs generally. We recognize that mere attendance in itself is not sufficient for achieving the goals of the QEP, but we do maintain that, when properly planned and linked with the curriculum and supported by faculty and staff, participation in these activities is one important beginning point from which we can build toward a culture of engaged learning."

For more information, please see [Sec. 9.16](#) of this *Bulletin*.

- Learning Communities. In his/her first semester at Oglethorpe, each TU first-time freshman is ordinarily required to take FYS 101 Fresh Focus I (1 semester hour), COR 101 Narratives of the Self I (4 semester hours), and (typically) two or three additional 4- or 5-semester hour courses chosen to support the student's interests, talents, background and/or career aspirations. TU first-time freshmen may opt to jointly enroll in FYS 101 and either COR 101 or one of the other classes which they take their first semester. The two courses so enjoined are referred to as "linked" courses, and those who experience linked courses in common are said to comprise a learning community (LC). Pages 34 and 35 of Oglethorpe's original QEP proposal explain, in part, the rationale behind construction of LCs among first-time freshmen:

"While learning communities have been implemented primarily to redress problems with curricular integration and to create smaller communities within larger institutions, for liberal arts institutions

such as Oglethorpe they offer a means to address the broader challenges facing education today as well as issues particular to Oglethorpe's position as a small liberal arts institution in a major metropolitan area in the South. In particular, a major portion of Oglethorpe's student body continues to be drawn from the local and/or regional populace, which means that Oglethorpe experiences several specific challenges:

- the necessity of creating a sense of community in an institution whose socio-economic make-up includes students who commute to classes and/or work long hours off-campus;
- imparting an understanding of and appreciation for the aims of a liberal education in a region of the country with little tradition of such education, thereby bringing students' understandings and expectations in line with those of the institution;
- educating students in a variety of skills to facilitate both individual learning and the collaborative learning many have never experienced (study skills, analytic skills, writing and communication skills);
- imparting an understanding of individual and interactive behaviors that encourage and facilitate engaged learning by all members of the Oglethorpe community."

For more information, please see [Sec. 9.9.](#) of this *Bulletin*.

QEPs are meant to be 10-year initiatives. Oglethorpe is now in the second-half of that 10 year timespan, and is on the cusp of taking a critical and reflective look back at the first five years of the QEP to see how it has performed and what, if any, modifications may be desirable as the institution moves forward. ([Back to ToC](#))

### **9.18. Symposium in the Liberal Arts and Sciences; Honors and Awards Convocation**

The Symposium in the Liberal Arts and Sciences is an annual event that brings together students and faculty in a day-long celebration of exemplary analytic and creative work produced by Oglethorpe students during the academic year. The Symposium's sessions provide a forum for students and faculty to recognize, discuss and learn from these outstanding student endeavors. Panels, roundtables, poster presentations, art exhibitions and performances present the fruits of Oglethorpe's liberal arts and sciences curriculum as well its student-driven initiatives, including senior honor theses, independent studies, service learning, study abroad and experiential initiatives connecting Oglethorpe with Atlanta and the world beyond.

In a culmination of the Symposium, the Honors and Awards Convocation recognizes students who excel in their major, their activities, or areas of interest on campus. Faculty and staff are also honored. See [Sec. 11.1.10.](#) for a partial list of awards presented to (and by) students.

For more information on both the Symposium and the Honors and Awards Convocation, please visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: symposium). ([Back to ToC](#))

### **9.19. Philip Weltner Library**

The Philip Weltner Library is vital to the scholarly environment of Oglethorpe. Representing a destination and a body of resources, the library supports the mission of the University through its varied collections and programs. Providing a scholarly atmosphere for the pursuit of academic excellence, the library is designed to encourage collaborative learning and individual study.

The collection houses resources in a variety of types and formats including books, electronic resources, DVDs, audio and video cassettes, laser discs, and microforms. Purchase of resources is heavily influenced by faculty involvement and requirements of the Core curriculum, including the ability to transmit evidentiary values of

scholastic nature. A balance is maintained between print and electronic resources as both are vital to critical thinking and writing skills emphasized by the University's corpus of education. Specialized materials are contained in the following areas: special collections, archives, Oglethorpe authors, CORE Book collection, and image database. A separate reference section includes a variety of encyclopedias, dictionaries (both special and general), almanacs, directories, maps and atlases. Reference sources are also available in electronic format.

The electronic format collection contains extensive online databases of standard and advance levels pertinent to the undergraduate program and MAT program. In addition, the library subscribes to Project Muse and JSTOR, the premier scholarly journal databases. Assorted print subscriptions round out the journal and periodical collection. GALILEO, a consortia-based, state-wide electronic gateway, provides users with access to more than 100 databases indexing thousands of periodicals and scholarly journals. Consortia memberships in AMPALS, GPALS, and ARCHE (see [Sec. 9.2.](#)) provide Oglethorpe with access to members' libraries and their services including interlibrary loan and interlibrary use privileges. The library also subscribes to thousands of eBooks, an emerging medium of diverse application.

Access services include circulation, interlibrary loan and reserves. The resources are a shared collection and prompt return of materials, especially reserve items, is an expectation of both the honor code and the code of student conduct. Defacing or otherwise rendering inaccessible library resources is also a violation of both the honor code and the code of student conduct. Proper and current campus identification must be presented at the time of check out.

Resources are available through technology linked applications, staff initiative, and programs. Online resources are available 24/7 via the library homepage and off-campus through password protected login. A team reference configuration ensures that students receive expert help from all library staff members by intersecting the dynamics of promoting and utilizing the resources. Reference librarians are the primary agents of the information literacy program and its proliferation between students and effective access resources. They are available on demand or by appointments. ASK A LIBRARIAN provides e-mail contact with professional staff.

The mission of the library is fulfilled by acquisition of resources and programs. An incremental based information literacy program ensures that students gain proficiency in using a variety of resources and formats applicable to their classes as they progress through the levels. This acquired skill set is a lifelong learning tool and adheres to information literacy standards practiced by the library staff. The program includes freshmen orientation sessions, customized online searching, and upper level thesis preparation for honors students. Librarians also provide in depth classes in avoiding plagiarism through the Academic and Intellectual Traditions course.

The library provides a destination for scholarly study, collaborative work, group testing needs, and a variety of campus programs. 19 computers, 31 study tables, 67 study carrels, 8 study rooms, 3 lounge areas and a 24 hour room provide the users with a variety of environments. The Earl Dolive Theater, a multiple media screening and meeting room, offers the campus a venue for viewing DVDs, laser disc, and computer based resources. In addition, 2 viewing rooms and 5 viewing/listening stations allow students to complete media based assignments.

The library is also a venue for many campus based, traditional events including the Boar's Head Ceremony, film festivals, orientations, scholarship competitions and alumni and admissions programs.

Up to date information is provided on the library webpage for the following: interlibrary loan, check out, reserves, copyright, hours, and staffing. Please visit <http://library.oglethorpe.edu/>.

## Privacy Policy

The library follows the code of ethics of the American Library Association that “protects each library users’ right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.” Crucial to these standards are the following:

- Check out records are confidential. Items may be recalled by library staff.
- Book check out history information is limited to library staff.
- Recorded information is taken directly from student registration records. ([Back to ToC](#))



## 10. Honor Code

### 10.1. Preamble

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders. ([Back to ToC](#))

### 10.2. Definitions

#### 10.2.1. "Academic Program"

The academic programs of Oglethorpe University are: Traditional Undergraduate (TU), Evening Degree Program (EDP) and Master of Arts in Teaching (MAT). Academic program may refer to any one of these or to the composite of all three.

#### 10.2.2. "Academic Enterprise," "Academic Endeavor" and "Academic Realm"

These terms, used synonymously, are defined as those things which pertain to any course offered for academic credit, to any explicit graduation requirement (excepting formal approval by the faculty and the board of trustees) and to any forms, materials, programs or personnel whose principal function is to support the academic program (including, for example, materials in the library, tutors in the academic success center and personnel in the registrar's office).

#### 10.2.3. "Academic Business Day"

A day of the week (not including weekends) that the University is open for business and during which at least one for-credit class is officially scheduled to be taught on-campus.

#### 10.2.4. "Official Mode of Electronic Communication"

All official honor council business will be conducted according to the University's communication policy, which is specified in [Sec. 2.6.5.1.](#) of the *Bulletin*. That policy currently states that "The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students. The University and its faculty, staff and students will use Oglethorpe e-mail accounts (those labeled *name@oglethorpe.edu*) to send University news, essential information, classroom communications and official notices. Such communications will not be sent to personal e-mail accounts such as *hotmail*, *aol*, *gmail*, etc." Persons who miss a hearing or other honor code-related activity because of their failure to understand and comply with their responsibilities under the University's communication policy are solely responsible for any consequences.

### **10.2.5. “Willful”**

Deliberately performing (or attempting to perform) an act which a reasonable person should know is proscribed by this code; or deliberately not performing an act which a reasonable person should know is required by this code. Community members are expected to understand their obligations under our shared honor code.

### **10.2.6. “Cheating”**

Cheating is the umbrella under which all academic malfeasance falls. Cheating is any willful activity impacting or connected to the academic enterprise and involving the use of deceit or fraud in order to attempt to secure an unfair advantage for oneself or others or to attempt to cause an unfair disadvantage to others. Cheating undermines our community’s confidence in the honorable state to which we aspire. ([Back to ToC](#))

## **10.3. The Academic Nature and Scope of Our Honor Code**

Our honor code is an academic one. The code proscribes cheating (as defined above) in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council).

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 10.3.1.** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment (or in an attempt at fulfillment) of course requirements.
- 10.3.2.** Copying another person’s work or participation in such an effort.
- 10.3.3.** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.
- 10.3.4.** Forging or deliberately misrepresenting data or results.
- 10.3.5.** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing “study aids.” There is no prohibition concerning uploading exemplars of one’s work to one’s personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 10.3.6.** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 10.3.7.** Making unauthorized copies of graded work for future distribution.
- 10.3.8.** Claiming credit for a group project to which one did not contribute.

- 10.3.9.** Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 10.3.10.** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study, a registration form or a purported transcript.
- 10.3.11.** Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 10.3.12.** Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Willful failure of a student to report an incident of suspected cheating shall be considered to be a breach of the code of student conduct, [Sec. B.14](#). Such cases will be referred to the chief conduct officer. ([Back to ToC](#))

#### **10.4. Pledge**

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

"I pledge that I have acted honorably." (Followed by the student's signature)

It will be the responsibility of the student to provide this pledge by either attaching it on a separate sheet of paper or as part of an assignment. In the case of work submitted electronically, either an electronic signature or a signed pledge on a separate sheet should be provided by the student. The instructor should also remind the class to sign the pledge. The pledge serves as an affirmation of the students' and instructors' belief in the principles of the honor code. Students should not consider their work to be complete without the pledge.

Failure to sign the pledge or failure of an instructor to remind students to sign the pledge in no way relieves either students or faculty members of their responsibilities under the code. ([Back to ToC](#))

#### **10.5. Jurisdiction**

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time.

All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter. In cases where a faculty or staff member engages in

practices that seem to be contrary to the requirements of the honor code, the honor council will refer such cases to the provost and/or the faculty or staff member's direct supervisor. The jurisdiction of the honor council does not extend to matters of either faculty or staff discipline or to purely social student conduct.

Some honor code violations (instances of stealing, for example) might also constitute potential criminal cases as well as possible violations of Oglethorpe's code of student conduct. In such instances, the criminal aspects of the alleged act will fall to the jurisdiction of the proper local, state or federal agencies and the code of student conduct concerns will be taken up by the office of campus life. Honor code cases will not be dismissed, nor will sanctions be reduced, simply because the same act may be adjudicated by entities in addition to the honor council. ([Back to ToC](#))

## **10.6. Faculty Responsibilities**

Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Each faculty member will do whatever is necessary, in his/her own opinion, to ensure the integrity of our shared academic enterprise.

Particular faculty responsibilities beyond those already articulated include:

- 10.6.1.** To make clear how the honor code applies in courses and to follow appropriate procedures.
- 10.6.2.** To include in each syllabus both the definition of cheating found in [Sec. 10.2.6.](#) and a statement that all work in the course is subject to the terms of the honor code. Each syllabus should also explain the ways (and especially unusual or unique ways) in which the honor code is to operate in the course. The absence of the forgoing materials in syllabi in no way relieves students of their responsibilities under the code.
- 10.6.3.** To explicitly explain the operation of the code relative to outside-of-class assignments, preferably in the written or published instructions for such assignments. Instructors will provide students with clear explanations of what does and does not constitute "authorized" aid in the context of assignments. Instructors should encourage students to confer with them in cases where the student may not understand how the honor code impacts a given assignment and in cases where the student may be confused about what the honor code requires of him/her.
- 10.6.4.** To implement sanctions and directives imposed by the honor council within five academic business days of notification.
- 10.6.5.** To invite their students to discuss with them any of the instructor's actions or policies that appear to be at variance with the ethos established by, and codified in, the honor code.
- 10.6.6.** To submit to the honor council all reports of suspected academic fraud, even in cases where the student has admitted culpability.
- 10.6.7.** To serve on the honor council when duly selected.
- 10.6.8.** To testify truthfully before the honor council when duly summoned.
- 10.6.9.** To keep University-sanctioned tutors (in the academic success center and elsewhere) apprised of the nature of outside-of-class assignments and how the honor code is to operate relative to such assignments, so that tutors are comfortable knowing the bounds of what they are permitted (and not permitted) to do. A written record of these transactions is strongly encouraged. ([Back to ToC](#))

## 10.7. Student Responsibilities

Students are responsible for avoiding both the appearance and the actuality of cheating by:

- 10.7.1. Following directions.
- 10.7.2. Doing their own work and taking precautions against others copying their work.
- 10.7.3. Not giving or receiving aid beyond what is authorized by the instructor.
- 10.7.4. Taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 10.7.5. Not lying.
- 10.7.6. Not stealing.
- 10.7.7. Demonstrating proper in-class etiquette, especially during periods of evaluation. Proper in-class etiquette would demand that one does not talk or pass papers, access the internet, look at papers or texts, or make or receive mobile phone calls or text messages during an examination or other period of in-class assessment (unless specifically authorized to do so).
- 10.7.8. Adhering to all specific directions related to operation of the honor code relative to each assignment, and consulting with the instructor if such directions are confusing or subject to misinterpretation.
- 10.7.9. Submitting to an appropriate person (see [Sec. 10.9.](#)) all reports of suspected academic fraud one observes among his/her peers.
- 10.7.10. Appearing before the honor council when duly summoned, and interacting with the honor council honestly and forthrightly.

In general, students are required to behave in ways that neither unfairly privilege themselves nor that unfairly privilege or penalize their peers. ([Back to ToC](#))

## 10.8. The Honor Council

The honor council corpus consists of student representatives from each of Oglethorpe's academic programs, faculty representatives and the associate provost, who serves as secretary. For students, the minimum qualifications for service include being in good standing with the University (see [Sec. 5.23.](#)), no history of significant behavioral problems, no prior honor code liabilities or unresolved accusations, and a personal pledge that each such student will be available for his/her full term of service (as defined below). ([Back to ToC](#))

### 10.8.1. Election of TU Student Members

Each spring semester a notice will be sent to all TU students inviting them to apply for a position on the honor council for the subsequent academic year. At the same time, all full-time faculty members and all current honor council members will be invited to nominate TU students for a position on the honor council for the following academic year. Students who are nominated will be so informed by the honor council secretary and will be especially encouraged to apply for membership.

All those who apply will be asked to write an essay on why they would like to serve. Those essays will be submitted to the honor council secretary.

After the application deadline, a three-person review group will be formed. The review group will consist of the vice president for campus life, the secretary of the honor council and a faculty member serving on the honor council who is currently finishing his/her second year of service; this faculty member will be appointed by mutual agreement of the other two parties named above. The review group will examine the essays and can, by unanimous consent, strike any person who has applied for reasons either of not meeting the minimum qualifications or of compelling potential (even if unproven) incompatibility with the precepts and standards of the honor code. Members of the review group are permitted and encouraged to consult with faculty and staff members who are well acquainted with each applicant before rendering a decision.

Those who are stricken are not notified of that action at any time. The review panel will never disclose to any other party the results of its deliberations.

A slate of nominees is prepared for the TU program, including the names of all those who applied for election; the names of those who have been stricken are also included.

Elections will be carried out online under the auspices of IT Services, which will certify the vote totals to the honor council secretary. The names of those who were stricken in advance will be removed. The top 12 remaining TU vote recipients will have been elected to the honor council for the subsequent academic year. The names of the next several vote recipients will be retained in the event that any of the electees is unable to complete his/her term of service.

Only the names (and not the vote totals or the ordinal ranking) of those elected will be divulged.

All TU student terms are for approximately 15 months (the following academic year plus the summer immediately following the student's election). Students who graduate at the end of a given spring semester may, if available, continue to serve on the honor council during the ensuing summer term.

[\(Back to ToC\)](#)

### **10.8.2. Selection of EDP Student Members**

Each spring semester the director and assistant director of the academic success center and the honor council secretary will meet to select three faculty members who have routinely taught in EDP over the past year to join with them to form a six-member selection panel. The faculty members may be drawn from among both full- and part-time faculty, and will be chosen to maximize programmatic representation. The selection panel will develop a pool of 12 current EDP students for potential service on the honor council for the subsequent academic year. The names should be ranked in order of desirability. Members of the selection panel are permitted and encouraged to consult with faculty and staff members who are well acquainted with each applicant before developing this ranking. One by one and in order, the selection panel will then ensure that each nominee is qualified, willing and able to serve; this process continues until the top six qualified, willing and able candidates have been identified. These six persons will have been selected to the honor council for the subsequent academic year. The names of the next several selectees, in order, will be retained in the event that any of the original selectees is unable to complete his/her term of service.

The names of original pool members and their ordinal ranking will not be reported. Only the names of those selected will be divulged.

All student terms are for approximately 15 months (the following academic year plus the summer immediately following the student's selection). Students who graduate at the end of a given spring semester may, if available, continue to serve on the honor council during the ensuing summer term. ([Back to ToC](#))

### **10.8.3. Selection of MAT Student Members**

Only when an MAT student has been accused of an honor code violation will the teacher education council convene to select three qualified, willing and able MAT students for service on the honor council.

If three additional MAT students are needed to hear an appeal, they will be chosen in the same manner as above.

All student terms are for the remainder of the semester in which selection occurs. ([Back to ToC](#))

### **10.8.4. Selection of Faculty Members**

Each spring semester a notice will go out to all full-time faculty members, announcing the onset of a two-week period during which each can ask to be excused from honor council service for the ensuing year. Reasons for excusal may include but are not limited to plans for sabbatical leave, intent to take a leave of absence, likelihood of retirement, having served on the honor council within the previous three years, and having been at Oglethorpe two years or less. The same three-person review group defined in the [Sec. 10.8.1.](#) will examine the requests and decide upon their merits. All full-time faculty members not already serving on the honor council and all faculty members not excluded by the aforementioned review group become eligible for selection.

At approximately the same time as full-time faculty are given the chance to request to be excused from service, all adjuncts (having two or more continuous and satisfactory years of service to Oglethorpe, as judged by the appropriate division chair) will be invited to apply for selection to the honor council. Adjuncts in all academic programs are eligible to apply. The review group defined in [Sec. 10.8.1.](#) will vet each of these applicants, consulting with division chairs and others, as appropriate. Upon unanimous consent, the review group can exclude any adjunct applicant for compelling potential (even if unproven) incompatibility with the precepts and standards of the honor code. All applicants not so excluded are eligible for selection.

From the pool of those eligible, the three-person review panel will choose randomly three faculty members for service. The review panel will decide the precise means for carrying out this random selection. The review panel should select names of alternates in case any of the original selectees are unable to serve their full terms.

All faculty serve for approximately 27 months (the ensuing two academic years, plus the summer immediately following their selection). Terms are staggered so that while three new faculty members are selected each year, three are continuing their service, providing a total of six faculty members serving on the honor council at any point during a regular semester. ([Back to ToC](#))

### **10.8.5. Training New Honor Council Members**

Once the new TU, EDP and faculty members of the honor council are determined each spring, those who are serving for the first time will be encouraged to "shadow" current honor council members as they carry out their duties. New members can attend investigations, hearings and other meetings, but in a

non-voting, non-participatory role. New members undergoing training are bound by the same confidentiality requirements as are all honor council members.

In addition to the “shadowing” described above, all new TU, EDP and faculty honor council members will receive formal training near the start of their first regular (fall or spring) semester of service. Newly selected MAT honor council members will be trained by current members of the honor council as the need arises. ([Back to ToC](#))

#### **10.8.6. Full Honor Councils**

For each fall and each spring semester, the entire honor council corpus will be split into two full honor councils, each consisting of 6 TU students, 3 EDP students, 3 faculty members and one secretary. Each full honor council will have its own meeting time for TU and EDP cases.

For a TU case (that is, a case where the accused is enrolled in the TU program), the EDP students will not typically be used, although they may volunteer to be part of any TU case if any of the six TU students are unable to participate. When the accused is in the EDP program, three of the TU students will not participate, leaving 3 TU students and 3 EDP students to form the student portion of the full honor council. For a case where the accused is in the MAT program, the EDP students and three of the TU students will not participate, leaving 3 TU students and 3 MAT students (chosen according to the provisions of [Sec. 10.8.3.](#)) to form the student portion of the full honor council.

Faculty members and the secretary will serve on their assigned full honor council for cases deriving from all academic programs.

In summary, the full honor council assigned to any given case will consist of a maximum of six student members, three faculty members and one secretary, for a total of ten persons. ([Back to ToC](#))

#### **10.8.7. Definitions**

##### **10.8.7.1. “Investigatory Panel”**

A subset of a full honor council having a quorum of four persons, including at least one student, at least one faculty member, a secretary, and any fourth member. However, up to all ten persons on the given full honor council may serve on a particular investigatory panel. Investigatory panels carry out “Investigations.”

##### **10.8.7.2. “Judicial Panel”**

A full honor council having a quorum of six persons, including at least one student, at least one faculty member, a secretary, and any other three members. However, up to all ten persons on the given full honor council may serve on a particular judicial panel. Judicial panels carry out “Hearings.”

##### **10.8.7.3. “Alumni Members”**

If the secretary anticipates that it is unlikely that a quorum will be satisfied for a given meeting, he/she may substitute as many alumni honor council members as needed to guarantee quorum. An alumni member is any member of the campus community with satisfactory honor council experience (as judged by the honor council secretary) within the previous five years and who is still enrolled in courses (for student alumni members) or employed by the University (for faculty



alumni members). The term “alumni” is meant to signify previous honor council service, not graduation from Oglethorpe University.

#### **10.8.7.4. “Honor Council”**

A generic term which can mean the entire honor council corpus or any subset of that collection, including investigatory and judicial panels. ([Back to ToC](#))

### **10.8.8. Honor Council Officers**

#### **10.8.8.1. Presiding Officer**

At each investigatory or judicial panel meeting, a presiding officer is elected by student members from among the student members present. The presiding officer should, when possible, be chosen from among the student members who are affiliated with the same academic program as is the accused. It is expected that all student members will have the opportunity to serve in this important role, although those with prior experience are to be favored early on. The duties of the presiding officer include informing the accused of the charges and evidence against him/her; leading the questioning of witnesses and accused persons; answering questions put to the council by accused persons and witnesses; and generally maintaining order.

#### **10.8.8.2. Secretary**

The associate provost serves as secretary. His/her duties include coordinating training, education, election and selection of members; coordinating, along with others, training of new students and faculty in the honor code and its requirements; receiving reports of suspected honor code violation and carrying out related activities (such as interviewing complainants and potential witnesses); scheduling hearings; summoning accused persons and witnesses who are expected to testify against the accused; keeping records of all proceedings and of the disposition of all cases; notifying appropriate parties of the outcomes of investigations and hearings; and other related duties. A secretary is required to be in attendance at every honor council meeting. If the associate provost is unable to be present at a given meeting, he/she may appoint an experienced faculty honor council member to serve as secretary in his/her stead. Additionally, the secretary will present a report to the faculty at its April meeting, discussing the cases that have come forward in the previous twelve months and indicating any suggested revisions to the code, to be voted on by the faculty. ([Back to ToC](#))

### **10.8.9. Solicitation of Recommendations for Honor Code Modification**

During each spring semester, the corpus of the honor council will meet, review the cases heard in the previous year and then make recommendations for changes in procedure or other possible amendments to the honor code. The secretary will make a formal report along with any recommendations at the April faculty meeting. ([Back to ToC](#))

## **10.9. Reporting Suspected Violations of the Honor Code**

Honor code cases are initiated by filing a “Report of Suspected Honor Code Violation” (or simply “Report”). Any member of the University community can file a report against any student, either full-time or part-time, in any academic program. The report is available online (at O:\Public\FORMS and at R:\FORMS). A copy of the report will

also be sent to any person via e-mail by sending a request to [HonorCouncil@oglethorpe.edu](mailto:HonorCouncil@oglethorpe.edu). The report contains all instructions necessary for successful filing.

Reports can be filed with the provost, the associate provost/honor council secretary, any division chair, the registrar, the vice president for campus life, the dean of students, any member of the office of campus life, the director of the academic success center or any full-time faculty member teaching in the MAT program (MAT students only). Additionally, students may file reports with their academic advisor and, if applicable, with the professor in whose class the alleged infraction occurred.

By a simple majority vote, an investigatory or judicial panel can recommend filing a report of suspected honor code violation against persons for various reasons, including but not limited to: Persons who allegedly testify untruthfully before the panel; Persons who fail to testify before the panel after having been duly summoned (and in lieu of some last-minute emergency or other compelling reason); Individuals who develop as potential additional accused persons as pre-existing cases are investigated. Generally it will be the secretary who files reports on behalf of the investigatory or judicial panel. Whenever that happens, the secretary must recuse him/herself from the subsequent adjudication process deriving from any new accusations. The associate provost will appoint an experienced faculty member of the honor council to serve as secretary in his/her stead during any subsequent adjudication procedures. Further, control will pass to the full honor council not involved in any of the original casework.

In instances where individuals develop as potential additional accused persons during the investigation or adjudication of a case, it may be more appropriate for the secretary to simply pass the new evidence back to the original reporting party for further action on his/her part rather than to file a report of suspected honor code violation on the part of the honor council. The secretary is authorized to confer with the original reporting party (or other parties, as appropriate) in order to make them aware of any new evidence or suspicions.

Persons receiving reports of suspected honor code violation should act immediately to preserve all relevant artifacts and to interview the person filing the report, making a written summary of that conversation immediately afterward. All reports, evidence and records of interviews are to be forwarded to the honor council secretary as soon as practicable.

Receipt of a signed report of suspected honor code violation by the secretary will automatically trigger the beginning of the adjudication process, as described in the next sections. ([Back to ToC](#))

## **10.10. Recusals and Strikings**

When a student is notified of any sort of honor council procedure (investigation or hearing), he/she will receive the names of all student and faculty members of whichever of the full honor councils is scheduled to be present at the meeting. The student then has two full academic business days to request that the secretary strike whichever of those persons the accused feels might be biased against him/her and who should be eliminated from the pool. If the accused does not file an official request with the secretary within the timeframe mandated, then he/she loses all right to later complain or charge bias. This type of striking cannot be wholesale. Each proposed strike must be accompanied by an explanation, and such explanations must be substantive. That is to say, it is anticipated that most members of the honor council know most accused persons, and vice versa. Simply knowing someone is not a reason to strike that person. Rather, there must be some substantive reason why the accused person reasonably expects an honor council member may be biased against him/her. The secretary will remove all such names the accused reasonably strikes from the roll of the relevant full honor council for purposes of that particular meeting. It may be necessary to augment the roll of the full honor council with "alumni" members in order to achieve a quorum for whatever type of meeting is

scheduled. If that is the case, the names of any such “alumni” members will also be forwarded to the accused for his/her potential striking, according to the above protocol.

At the same time, every member of a full honor council will receive, in advance, the names of any and all accused students who will come before the members of that full honor council at its next meeting. If an honor council member believes he/she ought to recuse him/herself from the case, he/she does that in advance of the actual meeting, thus allowing the secretary time to augment the rolls of the honor council with “alumni” members, if needed, in order to guarantee a quorum.

Honor council members are required to recuse themselves not simply because they know an accused person, but because they feel that they will be unable to judge the person objectively. Bias can be work unfairly in favor of the accused or unfairly against him/her. In either case, the honor council member is duty bound to recuse him/herself in such instances. No reason need be given. ([Back to ToC](#))

## **10.11. Fundamental Rights and Procedures Pertinent to All Investigations and Hearings**

### **10.11.1 Fundamental Rights of Accused Persons**

The following rights are accorded to all accused persons, unless overridden in subsequent portions of this code. A reference to a meeting of the honor council means any meeting of an investigatory or judicial panel:

- 10.11.1.1.** The right to be charged with a suspected violation of the honor code within twenty academic business days of the reporting party’s suspicions first being aroused.
- 10.11.1.2.** The right to be guaranteed that no meeting will be scheduled so as to conflict with the official schedule of classes and labs in which the accused person is enrolled.
- 10.11.1.3.** The right to a minimum of three full academic business days’ warning between the time-date stamp on the announcement of a meeting by the secretary and the scheduled starting time and date of that meeting.
- 10.11.1.4.** If multiple persons are accused relative to the same series of alleged events, the right of each party to receive his/her own individual investigation and, if warranted, hearing.
- 10.11.1.5.** The right to strike, with reason, members of the honor council who may be biased against the accused person, according to the precepts outlined in [Sec. 10.10](#).
- 10.11.1.6.** The right to see and study all documentary and physical evidence which has been submitted or collected against an accused person prior to the conclusion of every meeting.
- 10.11.1.7.** The right to be present for the entirety of the interrogatory and testimonial portions of every meeting. At the discretion of the presiding officer, disruptive behavior may result in expulsion of any party for the duration of a given meeting.
- 10.11.1.8.** The right, at every meeting, to offer an opening and closing statement, to query members of the investigatory or judicial panel, and to query any witnesses or accusers who might be present.
- 10.11.1.9.** The right to be notified of the outcome of every meeting as soon as possible and certainly within three academic business days of the meeting’s conclusion.

**10.11.1.10.** Unless suspended or expelled, the right to still be a viable member of the larger University community and to not be shut-out from any routine activities (including classes, events and functions) or shunned by members of the honor council who may be familiar with the circumstances of the accused's case.

**10.11.1.11.** This list is not exhaustive. Many additional rights are granted in later portions of this code, but these are of a more particular nature (perhaps having only to do with investigations or only with hearings), whereas the above rights are in force for every meeting unless specifically overridden in later sections of this code. ([Back to ToC](#))

## **10.11.2. Honor Council Procedures of a Fundamental Nature**

The following procedures, unless overridden in subsequent portions of this code, are always in effect for every meeting of the honor council (meaning any meeting of an investigatory or judicial panel):

**10.11.2.1.** In rare circumstances, accused persons may claim to be unable to attend a meeting for reasons of demonstrable hardship, which include such things as bona fide emergencies, family tragedies, or being off-campus due to varsity athletic trips, but which would not include things such as leisure travel or work. In instances of demonstrable hardship, the accused person may appeal to the secretary for the relevant meeting to be rescheduled. The reason for the claimed hardship must be fully recounted and, in the opinion of the secretary, must be nontrivial and compelling. Further, except under extraordinary circumstances, the claim must be registered at least one full academic business day in advance of the scheduled meeting. The secretary will reschedule the meeting in such circumstances. If that occurs, the accused person will be required to waive all timelines demanded by the honor code which may be violated by any rescheduled investigation or hearing, and must also agree not to appeal any subsequent, adverse decision based on the secretary and/or the investigatory or judicial panel not following mandated timelines.

**10.11.2.2.** If, on any previous occasion, the accused person has appeared before an investigatory or judicial panel on a charge of cheating then:

**10.11.2.2.1.** If the previous appearance resulted in a liable plea or verdict, any and all documentary evidence from that previous appearance will be made available to the investigatory or judicial panel hearing the current case.

**10.11.2.2.2.** If the previous appearance resulted in a not liable decision, then a three-person review group, the composition of which is defined in [Sec. 10.8.1.](#), will be convened to review the documentary evidence associated with the previous case. The review panel will decide (by at least a two-thirds majority) whether or not the documentary evidence from the previous case is sufficiently pertinent to the current charge that it should be made available in spite of its potential prejudicial effects. If the review panel finds that the evidence is sufficiently relevant, then it will be supplied to members of the investigatory or judicial panel hearing the current case, as in [Sec. 10.11.2.2.1.](#) If the review panel finds that the documentary evidence from the previous case is not sufficiently relevant to the current case, then all such evidence will be withheld from the investigatory or judicial panel adjudicating the current case. In that event, no mention of such a previous case may be made by members of the investigatory or judicial panel adjudicating the current case, and panel members are required to consider the current charge without being influenced whatsoever by the accused's previous appearance before the honor council.

- 10.11.2.3.** If an accused person has been duly notified of the time, date and place of an investigation or hearing, and if he/she has failed to appeal to the secretary to reschedule the meeting (or if that appeal was denied), and if the accused subsequently does not appear for the investigation or hearing, then the investigatory or judicial panel may elect to carry out the investigation or hearing *In Absentia*.
- 10.11.2.4.** Every honor council matter is decided by a secret ballot vote where each member present votes either yes or no depending on whether he/she supports a particular motion or not.
- 10.11.2.5.** The presiding officer is charged with collecting and counting ballots resulting from secret votes.
- 10.11.2.6.** When a motion is made to find an accused person liable or not liable of the accusations against him/her, members of the honor council (including every investigatory panel and every judicial panel) are obligated to cast their votes according to the “preponderance of the evidence” burden of proof. That is, the motion will be supported if it is more likely than not that the proposed conclusion is true.
- 10.11.2.7.** Motions pass if they receive a simple majority of votes in support, and fail otherwise, except in the case of a tie. In the event of a tie vote, members will engage in further deliberation and voting until the tie is broken or until the time allotted for the meeting expires. If the tie can never be broken, the default regulation is that the matter is re-adjudicated from the outset in front of the members of the other available full honor council.
- 10.11.2.8.** It sometimes happens that an investigatory or judicial panel must adjourn before fully adjudicating the matter(s) before it. In such instances, the original members of the investigatory or judicial panel involved in the case at the time of adjournment will reschedule a subsequent meeting time. Such a meeting should be relatively soon after the original one, but is not mandated to be within a certain amount of time. At the subsequent meeting, only those members of the investigatory or judicial panel who were present when the original meeting adjourned are permitted to be present. If there is not a quorum present, the meeting is rescheduled. If a quorum is never achievable after the original meeting adjourns, then the case is re-adjudicated *ab initio*, using the other available working honor council. Persons who were at the original meeting and who cannot attend any subsequent sessions are not permitted to cast their votes remotely (by using mobile phones or e-mail, for example).
- 10.11.2.9.** Results of investigations and hearings will be published by the secretary to all those within the bounds of confidentiality (except those admitted within the bounds of confidentiality by the accused; see [Sec. 10.19.](#)) as soon as possible after the investigation or hearing concludes, and certainly within the ensuing three academic business days.
- 10.11.2.10.** The honor council reserves the right to investigate any additional potential violations that may come to light during any investigation or hearing. These would include, but not be limited to, evidence of continuing subversion and multiple infractions.
- 10.11.2.11.** Any evidence that the accused or any party acting on his or her behalf has threatened, accosted or otherwise intimidated his/her accuser(s) or any adverse witness(es) prior to an investigation or hearing shall be admissible evidence and shall be construed as a most serious breach of conduct, punishable according to [Secs. B.1, B.2, B.3 and/or B.14](#) of the Oglethorpe code of student conduct.

- 10.11.2.12.** Faculty members are to abide by the decision of the honor council and are to implement sanctions and directives imposed by the honor council within five academic business days of notification.
- 10.11.2.13.** If a case deriving from a particular course has not been fully resolved by the time final grades are due, the instructor should issue a grade of “I” (Incomplete), indicating on the grade roll that the case is pending before the honor council.
- 10.11.2.14.** Under no circumstances should instructors impose any grading penalties prior to notification of the results of the adjudication process or at variance with the decision of the honor council. ([Back to ToC](#))

## **10.12. The Outset of Investigations; Class I and Class II Charges**

When the secretary receives a report of suspected honor code violation, he/she will automatically have up to ten academic business days to interview potential witnesses, ensure that relevant evidence has been collected and submitted, and take care of other pertinent matters. In unusual circumstances, the secretary can have more time than ten academic business days to accomplish the specified tasks, but only with the approval of the provost and only for a compelling reason.

Once the secretary has concluded his/her preliminary work, he/she may move to unilaterally dismiss the case for lack of sufficiently compelling evidence or for egregious and substantive deviations from the procedures demanded by the honor code; such actions must be of sufficient magnitude to make it extremely unlikely that the case could ever be fully and properly adjudicated. The secretary will announce any such decision to the party who filed the report. That person has three academic business days to insist to the secretary that the case go to an investigation. If the reporting party does not file such an appeal within the requisite timeframe, the case is dismissed.

If the secretary does not dismiss the case, or if the reporting party insists that a case move forward even though the secretary was inclined to dismiss it, then the secretary notifies the accused person of the charge(s) against him/her, and also announces the date, time and place of an investigation, at which the accused is summoned to appear. (This notice, or another sent soon thereafter, will also provide for the requirements established in [Sec. 10.10.](#)) If the complainant is a faculty or staff member, the accused will be apprised of the name of his/her accuser at this time. If the complainant is a student, the anonymity of the complainant is guaranteed up until the onset of any eventual hearing before a judicial panel. If the case never leads to a hearing before a judicial panel, then the name of a student complainant will never be divulged to the accused person.

A student who has been notified that a report of suspected honor code violation has been filed against him/her due to alleged actions related to a particular course is not permitted to drop or withdraw from that course until the honor code charge is fully resolved. If a student either drops or withdraws from a course, and is subsequently notified that a report of suspected honor code violation has been filed against him/her due to alleged actions related to that particular course, then the drop or withdrawal is automatically put on hold until the case is fully adjudicated. If the student is later found not liable for the charge, the withdrawal or drop is reinstated. If the student either pleads liable or is found liable, but the sanction does not (in the opinion of the professor) change the student’s grade in the course in any substantive way, then the withdrawal or drop is reinstated. If the student either pleads liable or is found liable and the honor council assigns the student a final grade in the course, then the withdrawal or drop is terminated and that final grade is assigned to the student. In any other situation, the professor is given the opportunity to re-evaluate the withdrawal or drop, cancelling it or reinstating it as he/she wishes.

Investigations are carried out by investigatory panels. The meeting is non-confrontational in the sense that there are no accusers or witnesses; the meeting is only between the investigatory panel and the accused person. All rights accorded, obligations delineated and procedures established in [Sec. 10.11.](#) will be in force unless otherwise noted. If the complainant is a fellow student, the complainant's name and other identifying information will have been redacted from the report shown to the accused at this time.

At the conclusion of the investigation, the accused is asked to enter a written plea to the charges; that plea will either be "liable" or "not liable." At this stage, the investigation possibilities bifurcate:

**10.12.1.** The investigatory panel may, at its discretion and subject to further restrictions described both here and later in this code, tentatively classify the charge against the accused as being of the Class II variety if and only if the following are all true:

**10.12.1.1.** The accused person has never before been found liable of an honor code charge.

**10.12.1.2.** The accused person enters a plea of "liable" to the current charge.

A Class II charge carries with it less serious consequences than its Class I counterpart. Even if the accused has no previous honor code liable verdicts, the investigatory panel may opt to bypass the Class II option and classify the charge as being of the Class I variety. This happens whenever the alleged offense is particularly egregious and/or the accused's engagement with the honor code process has been unacceptable.

**10.12.2.** All charges not falling into the Class II category become Class I charges. The possible sanctions are more serious in this case.

Accused persons who fail to present themselves and are therefore being investigated *In Absentia* (see [Sec. 10.11.2.3.](#)) will automatically have the charge against them classified as being of the Class I type; the Class II option will not be available to those who fail to appear after having duly been summoned and after having failed to successfully request a rescheduled investigation. ([Back to ToC](#))

### **10.13. Conclusions to Investigations for Class II Charges**

If the investigatory panel elects to tentatively classify a charge as being of the Class II variety, then the panel will name a counselor. A counselor is a faculty member who will work with the accused person to help the student understand what he/she has done wrong; help the student develop some strategies to avoid future accusations of academic fraud; and to help the student arrive at a proposed sanction for the current liability. If the original complainant was an instructor, or if the complainant was not an instructor but the alleged violation occurred in the context of a particular course, then the instructor in the course will be the counselor, providing that he/she is willing to serve. If the instructor is not willing to serve in this capacity, or in any other case not covered by the forgoing propositions, then the investigatory panel will appoint a faculty member (or an "alumni" faculty member) of the honor council who has not been involved in the current proceedings to serve as counselor.

The accused and the counselor will have five academic business days to confer and send a summary report back to the secretary. The report is expected to be very brief, minimally stating what sanction the counselor and accused propose. As soon as possible thereafter, the investigatory panel will reconvene and will classify the original charge as a Class II violation and liability if and only if the following are all true:

- 10.13.1.** The accused freely agrees to the sanction jointly developed with the counselor. The sanction must, in the opinion of the investigatory panel, be less severe than would have likely been levied by a judicial panel if the charge had led to a first Class I liability; at the same time, the sanction must be nontrivial. For instance, the recommended sanction for a Class I violation stemming from an instance of relatively minor, unpremeditated cheating in a course is that the student receives a zero on the assignment. A far less serious, yet nontrivial, sanction which would be appropriate for an analogous Class II charge would be for the student to receive a one- or two-letter grade reduction on the assignment in question. As a second example, the recommended sanction for a Class I violation deriving from an instance of cheating involving considerable premeditation or extensive collusion would be that the student receives an “F” in the course. An appropriate Class II counterpart which is nontrivial might be for the student to receive a one- or two-letter grade reduction in the class.
- 10.13.2.** The entire plea and proposed sanction are evaluated by the original investigatory panel. The panel has the option of accepting, rejecting or modifying the arrangements made by the counselor and the accused. In the case of a modification or rejection, the case will be again sent for a conference between the counselor and the accused until all parties are in agreement about the sanction. If an agreement acceptable to all parties has not been reached within ten academic business days of the original investigatory panel meeting in the matter, the option for a Class II charge is revoked and the case will revert irreversibly to Class I status. In this event, a judicial panel will meet to establish the sanction. The accused is not present for this hearing, and the sanctions are likely to be severe, possibly even more severe than the original investigatory panel’s estimate of what a judicial panel would assign had the charge been Class I all along.
- 10.13.3.** The accused agrees to complete the “Academic and Intellectual Traditions” course (see [Sec. 10.22.](#)) within the timeframe specified by the investigatory panel.
- 10.13.4.** A fully-adjudicated Class II case (meaning one where the provisions of [Secs. 10.13.1.](#) through 10.13.3. have all been satisfied) is not appealable according to the provisions of [Sec. 10.23.](#), which covers only Class I liabilities.

A Class II liability is essentially a warning, a “teachable moment.” The Class II verdict and sanction are still recorded by the honor council for purposes of maintaining the council’s own internal records.

If the accused does not successfully complete the Academic and Intellectual Traditions class within the timeframe mandated, then the case is retroactively and irreversibly given Class I status. As soon as possible thereafter, a judicial panel will meet to establish the sanction. The accused is not present for this hearing, and the sanctions are likely to be severe, possibly even more severe than the original investigatory panel’s estimate of what a judicial panel would assign had the charge been Class I all along.

A student can only have an honor code charge classified as being of the Class II variety if he/she has no previous honor code liable pleas or decisions, although (as noted above) even a first alleged instance of cheating is not automatically accorded Class II status. If a Class II charge has been fully adjudicated (meaning the provisions of [Secs. 10.13.1.](#) through 10.13.3. have all been satisfied), then if that same student is later charged with another honor code violation, the second (and any subsequent) charge will automatically go down as being of the Class I variety.

In no case will an investigatory or judicial panel consider reducing a bona fide Class I charge down to the Class II level. ([Back to ToC](#))



## 10.14. Conclusions to Investigations for Class I Charges

Any charge which cannot possibly be of the Class II variety according to the requirements delineated in [Sec. 10.12](#) and [Sec. 10.13](#), is automatically of the Class I type. At the end of the investigation, the accused must enter a written plea of “liable” or “not liable.” The accused subsequently is dismissed from the room.

**10.14.1.** If the accused pleads liable to the charge, then the panel must vote to accept or reject that plea.

**10.14.1.1.** Under extraordinary circumstances, the panel may reject a liable plea and decide to dismiss the charges against the accused.

**10.14.1.2.** Much more commonly, the panel accepts liable pleas. The matter is then sent to a judicial panel for establishment of appropriate sanction. If a sufficient quorum is present at the investigation, an impromptu meeting of the corresponding judicial panel can be convened at this time to establish the sanction. If a sufficient quorum is not present, a meeting of the judicial panel is scheduled within the next ten academic business days for the purposes of establishing the sanction.

Accused persons who plead liable and whose plea is accepted by the investigatory panel must accept the sanction meted out by the judicial panel. Neither the plea nor the sanction can later be appealed using the provisions of [Sec. 10.23](#). Further, such persons automatically waive any future appearances before the honor council related to the charge to which the accused has pleaded liable.

**10.14.2.** If the accused pleads not liable to the charges, the panel members will confer and try to reach a consensus on how to proceed. Ultimately, the panel will vote for one of the following possibilities:

**10.14.2.1.** The panel finds the accused not liable. The charges are dismissed and the matter is concluded.

**10.14.2.2.** The panel finds there is sufficient reason to believe that the accused may, in fact, be liable. The case is sent for a hearing before a judicial panel.

If the case requires a subsequent meeting of a judicial panel (either to establish the sanction following a liable plea or because the panel has found sufficient reason to believe the accused may be liable even though he/she pleaded not liable), then that hearing must occur within ten full academic business days of the investigation.

[\(Back to ToC\)](#)

## 10.15. Multiple Separate Charges Prior to Complete Adjudication

If a student has been charged with an honor code violation, and if that charge has not yet fully been adjudicated, and if the same student is then charged with additional violations not necessarily stemming from the same event or course, then all such charges may be grouped together as if they were a single charge from the point of view of possible sanctions. A simple majority of honor council members in attendance at the relevant proceedings is all that is required to accomplish this combining of charges.

For example, if the first report is potentially to be treated as a Class II charge, and that charge has not yet been fully resolved, and then additional reports are filed against the same student, those additional charges may be grouped with the first in the sense that all of them collectively may be subject to the Class II regulations. All these separate Class II charges must be resolved individually according to the protocols established in [Sec. 10.12](#) and [Sec. 10.13](#). However, the investigatory panel may, at its discretion, classify charges filed after the

first as being of the Class I type rather than as additional Class II infractions. In that case, all charges filed subsequent to the first are subject to Class I protocols and are adjudicated entirely separately.

Additionally, if the first report is for a Class I charge and then additional reports are filed against the same student before the first charge has been fully resolved, then all such charges may be combined for purposes of carrying out investigations, hearings and levying sanctions. This action requires support of a simple majority of members of the honor council present at the relevant meeting. In the case of multiple Class I charges grouped together, this means that the chronologically later charges would not, upon the student being found liable, be cause for potential expulsion. Such a lumping together of charges is not automatic. If a simple majority of the honor council members in attendance refuse such a combination, then all such charges are adjudicated entirely separately and, in the event of multiple liable verdicts, could result in the expulsion of the student. ([Back to ToC](#))

## 10.16. Hearings Involving a Judicial Panel

Four situations result in a hearing before a judicial panel. The first two of these involve charges which were, at one time, potentially of the Class II variety:

- An accused person pleaded liable to a Class II charge and was required to propose, along with a counselor, an acceptable sanction within ten academic business days, but failed to do so (see [Sec. 10.13.](#)).
- An accused person pleaded liable to a Class II charge and was required to satisfactorily complete the Academic and Intellectual Traditions class within a prescribed time period, but failed to do so (see [Sec. 10.13.](#)).

Both other situations derive from charges which were always classified as being of the Class I type:

- In the first possibility, an accused person has pleaded liable to one or more Class I charges during an investigation and the investigatory panel has accepted that plea, but the investigatory panel lacked a sufficient quorum to call an impromptu meeting of a judicial panel in order to concurrently decide the appropriate sanction. Thus, the sanction phase necessitates a separately scheduled meeting of a judicial panel.
- In the final possible scenario, an accused person has pleaded not liable to one or more Class I charges during an investigation, but the investigatory panel has found that there is sufficient reason to believe that the accused is, in fact, liable. Consequently, the accused's case has been forwarded for a hearing before a judicial panel.

**10.16.1.** If the meeting of the judicial panel is to decide a sanction devolving from a liable plea entered (and, if appropriate, accepted) at an earlier investigation (*i.e.*: in any of the first three bullet points enumerated above), then members will be allowed to access and study all available documentation (such as minutes and audio recordings) from the earlier investigation. Members of the judicial panel may also opt to interview members of the investigatory panel which accepted the original plea. The accused is not permitted to be present for this type of hearing, nor may any person be present save for members of the judicial panel and others that they may choose to query. In the end, the judicial panel will vote on a sanction according to the protocols given in [Sec. 10.16.2.2.](#) and [Sec. 10.18.](#)

**10.16.2.** If a hearing is for any reason other than those discussed in [Sec. 10.16.1.](#) (meaning the fourth bullet point above is relevant), then that hearing will occur in accord with all rights, obligations and procedures established in [Sec. 10.11.](#), unless otherwise explicitly noted.

The meeting is confrontational in the sense that there are witnesses which will be called. It will be the duty of the secretary to summon witnesses whose testimony is expected to be adversarial to the accused and to ensure their presence at the hearing. It will be the responsibility of the accused to secure the presence of any witnesses he/she intends to call, including both material witnesses and up to two character witnesses. If student witnesses duly summoned by the secretary fail to present themselves without a reasonable explanation, they may be charged with an honor code violation. If faculty witnesses fail to present themselves without a reasonable explanation, the honor council may file a complaint with the faculty member's division chair and/or the provost. If any witness whatsoever fails to present him/herself at the appointed time, the hearing will not be unduly delayed and the witness's testimony may be forever lost.

If the complainant is a fellow student, the complainant's name and other identifying information (all of which would have been redacted from the report of suspected honor code violation and other documentation at the investigation) is now fully restored, so that the accused will, in all cases, now know his/her accuser(s).

Accused persons may be accompanied by two advisors drawn from the University community. In no case will an advisor be a person who exerts extraordinary influence and control over students, including the vice president for campus life or the dean of students. Advisors may stay for the totality of the hearing. Advisors may privately counsel the accused in any and all matters, and they may offer moral support, but they may not speak to members of the judicial panel. Accused persons will offer their own statements to the judicial panel and will ask and answer questions and cross-examine witnesses completely on their own.

In cases where English is not the first language of the accused, the accused may also elect to file a request with the secretary at least two academic business days before the hearing to be allowed to bring a translator or interpreter to the hearing. The qualifications of the translator or interpreter should be plainly described in such a request. The translator or interpreter may serve only in the designated role; he/she may not act as an advisor or a witness, and he/she may not be an attorney. When a translator or interpreter is employed, the accused must still ask and answer his/her own questions and make any statements on his/her own; the translator or interpreter will simply act as the conduit between the accused and the other parties present. The translator or interpreter may stay for the totality of the hearing.

The accused does not have the right to be represented by professional legal counsel during the hearing. Outside experts may also not be used as witnesses or advisors.

The presiding officer will be tasked with bringing witnesses into the hearing room. The secretary will inform the presiding officer of the identities of witnesses presumably adversarial to the accused, and the accused will inform the presiding officer of the identities of any material or character witnesses he/she has brought to the proceedings. The order in which witnesses are called is at the discretion of the presiding officer, but every attempt will be made to be respectful of the schedules of those serving as witnesses. Witnesses of all types may only stay in the room while they are offering testimony. Only one witness is permitted in the room at a time. The accused and all members of the judicial panel can freely ask questions of any witness. Formal rules of evidence shall not be in effect. All pertinent matters shall be admitted into evidence, including circumstantial evidence and hearsay, the values of which shall be weighted accordingly. Affidavits are not admissible under any circumstances.

After all witnesses have offered their testimony and been excused, the accused may offer a closing statement. Afterward, the accused and any advisors and/or translator or interpreter will leave the room.

The judicial panel members will confer among themselves and try to reach a consensus on the culpability of the accused. Ultimately, the judicial panel will vote for one of the following possibilities:

**10.16.2.1.** The judicial panel finds the accused not liable. The charges are dismissed and the matter is forever concluded. No person may be charged for the same offense a second time once he/she has been found not liable by a judicial panel.

**10.16.2.2.** The judicial panel finds the accused liable. There are two possible instances:

**10.16.2.2.1.** The accused has had a previous Class I liability and is therefore eligible for automatic expulsion if found liable of a second Class I charge (see [Sec. 10.18.](#)). In this case, a first vote to find liable must be at the “clear and convincing evidence” level of burden of proof. That is, members of the panel are obliged to vote to find liable only if it is substantially more likely than not that the accused is liable; “substantially more likely” may be interpreted to mean one is perhaps two-thirds or three-quarters certain. The motion passes if it garners a simple majority of votes. In that case, the accused is found liable and is automatically expelled, either with or without the ability to reapply after one year. On the other hand, if that motion fails then a second motion will be put forth to find the accused liable but at the “preponderance of the evidence” level of burden of proof. That is, it is more likely (but not necessarily substantially more likely) than not that the accused is liable; in numerical terms, one is anything more than half certain. The motion passes if a simple majority of panel members agree with it. If this motion passes, then the accused is found liable but is not automatically expelled. Consult [Sec. 10.18.](#) for further explanation and requirements, and a listing of possible sanctions that are operational in this event. Obviously, if both the forgoing motions fail, then the accused is *de facto* found not liable.

**10.16.2.2.2.** The accused does not have a previous Class I liable verdict and is therefore not eligible for automatic expulsion if found liable relative to the current charge. In this case, a vote to find liable will pass if a simple majority of judicial panel members support it, when each is obligated to cast his/her vote at the “preponderance of the evidence” level of burden of proof.

A case which was dropped at or before the investigatory panel stage (meaning that the accused pleaded not liable and the investigatory panel concurred, or that the secretary dismissed the case before it went to an investigation) can later be re-opened if new evidence comes to light which serves to substantially increase the likely culpability of the accused. However, a case which resulted in a hearing and a not liable verdict cannot be reopened by the honor council even if new evidence later comes to light which might have changed that verdict. ([Back to ToC](#))

## **10.17. Special Timelines for Cases Originating Near the End of a Term, and the Operation of the Honor Council during Summer School**

The honor council is not obligated to immediately take up any new cases submitted within fewer than ten academic business days of the last day of final exams for a given term.

Honor code cases filed in a fall semester but which cannot be fully adjudicated at that time will roll over into the following spring semester. Honor code cases filed in a spring semester but which cannot be fully adjudicated at that time will roll over into the following fall semester, unless all parties (accused, accuser(s), witnesses, etc.) can simultaneously come together during the summer hiatus, in which case adjudication may proceed at that time. Cases filed in a summer term but which cannot be fully adjudicated at that time will roll over into the ensuing fall semester.

Students whose cases roll over into the next regular (fall or spring) semester cannot receive official Oglethorpe transcripts nor can they graduate until their cases are fully resolved. It will be the responsibility of the secretary to inform the registrar of these situations.

For cases which roll over into the next regular (fall or spring) semester, complete adjudication must be within 25 academic business days of the start of that new semester. If the accused student is no longer enrolled at that time, he/she will be given the opportunity to return to campus for the adjudication process, in which case matters progress in the same way they would if the student was enrolled. If the student elects to not return to campus, or is unable to return to campus, then any "I" grade which was assigned pending adjudication of the student's case will revert permanently to the grade of "F."

There may be times when the accused person has a substantial vested interest in ensuring that a case is fully adjudicated by the end of a given term, even if the case was submitted during the ten-academic-business-day period prior to the last day of final exams of the given term. Reasons for such haste might include the fact that the student is scheduled to graduate that term, or that the alleged offense is one which, if proven, would likely result in the expulsion of the student, or that the student intends to transfer and therefore will not likely be enrolled at the start of the next regular (fall or spring) semester. In cases of exigency like these, the student may request his/her case be fully adjudicated prior to the end of the term in question. The secretary must accede to all such requests if they are for bona fide, compelling reasons. However, the accused person must simultaneously voluntarily relinquish all mandated timelines specified throughout the honor code and promise that he/she will not appeal any adverse ruling on grounds that the honor council didn't follow its own timeline requirements. Further, the accused may have to surrender other rights to due process in order to accommodate such a request. For instance, if witnesses have already left campus for hiatus when the case goes to a hearing, then the accused will have to agree that such witnesses can be interviewed remotely (by conference call or video call, for example) rather than in person. ([Back to ToC](#))

## **10.18. Sanctions**

### **10.18.1. For a First Class I Charge Originating in the Context of a Particular Course**

The judicial panel can impose any sanction it wishes (except expulsion), but the following sanctions are common:

- 10.18.1.1.** Grade reduction (including the assigning of a zero) on the relevant assignment. A zero on the assignment is the recommended sanction for relatively minor instances of unpremeditated cheating and for plagiarizing 20 percent or less of a paper.
- 10.18.1.2.** Grade reduction (including the assigning of an "F") in the relevant course. An "F" in the course is the recommended sanction for cheating which required significant premeditation or which involved considerable collusion or which involved plagiarizing more than 20 percent of a paper.

**10.18.1.3.** Requiring the liable party to satisfactorily complete the Academic and Intellectual Traditions class (see [Sec. 10.22.](#)) within a certain time period.

**10.18.1.4.** Suspension for the next regular semester.

Most first Class I charges will result in the judicial panel imposing some version or combination of the sanctions described in [Sec. 10.18.1.1.](#) through Sec. 10.18.1.3. The judicial panel will be mindful of ensuring that penalties are assigned rationally and justly in the sense that the level of sanctioning should be approximately proportionate to the severity of the offense, accounting for the level of cheating involved as well as the degree of premeditation and the scope of complicity among and between various individuals. Suspension is not commonly employed for first Class I charges, but may be in the event that a first Class I charge is particularly egregious and/or the accused's engagement with the honor code process is unacceptable.

If liable persons do not complete the Academic and Intellectual Traditions class within the required time period, or if their work and/or participation is unsatisfactory, then the original judicial panel will reconvene and assign additional and more severe sanctions.

When penalties involve modification of course and/or assignment grades, instructors are to implement the decision of the honor council within five academic business days of such notification. ([Back to ToC](#))

## **10.18.2. For a First Class I Charge Not Originating in the Context of a Particular Course**

The honor council can impose any penalty it wishes (except expulsion), but the following penalties are recommended:

**10.18.2.1.** Payment of restitution to the aggrieved party or entity (as may be appropriate for certain instances of academic stealing, for example) within a certain period of time.

**10.18.2.2.** Assigning the liable party a specific number of hours of work, to be completed satisfactorily within a given period of time. Work sanctions will be implemented by either the chief conduct officer or the honor council secretary, either of whom will consult with members of the judicial panel regarding recommended types of work, number of hours required, and the means for judging whether or not the student's work efforts were satisfactory.

**10.18.2.3.** Disciplinary Probation, Residential Suspension/Expulsion or Interim Suspension. These terms are defined in [Sec. H](#) of the Oglethorpe code of student conduct, which should be consulted for details. These sanctions will be implemented by the chief conduct officer, in consultation and cooperation with members of the judicial panel.

**10.18.2.4.** Requiring the liable party to complete the Academic and Intellectual Traditions class (see [Sec. 10.22.](#)) within a certain time period.

**10.18.2.5.** Suspension for the next regular semester.

Most first Class I charges will result in the honor council imposing some version or combination of the penalties described in [Secs. 10.18.2.1.](#) through 10.18.2.4. The judicial panel will be mindful of ensuring that penalties are assigned rationally and fairly in the sense that the level of sanctioning should be approximately proportionate to the severity of the offense, accounting for the level of cheating involved as well as the degree of premeditation and the scope of complicity among and between various

individuals. Suspension is not commonly employed for first Class I charges, but may be in the event that a first Class I charge is particularly egregious and/or the accused's engagement with the honor code process is unacceptable.

If liable persons do not complete any of the tasks they are assigned from [Secs. 10.18.2.1.](#), [10.18.2.2.](#) and/or [10.18.2.4.](#) within the required time period, or if they complete such tasks unsatisfactorily, then the original judicial panel will reconvene and assign additional and more severe sanctions. ([Back to ToC](#))

### **10.18.3. For a Class II Charge**

As stated in [Sec. 10.13.](#), a student charged with a Class II violation must freely agree to the sanction developed in consultation with the counselor. The sanction must be less severe than that recommended for a first Class I liability but must be nontrivial. The investigatory panel will inform the counselor and the student what would have been the likely penalty for the offense had it been of the Class I type. This will permit the counselor and student to propose a penalty of a less serious nature. (See the discussion in Secs. [10.13.1.](#) and [10.13.2.](#)). The investigatory panel must approve the proposed penalty. ([Back to ToC](#))

### **10.18.4. For a Second (or Subsequent) Class I Charge**

If the accused has had a previous Class I liability, then he/she is automatically eligible for expulsion if found liable of a second (or subsequent) Class I charge. The procedure was recounted in Sec. [10.16.2.2.1.](#), which should be consulted.

**10.18.4.1.** If the student is found liable at the "clear and convincing evidence" level of burden of proof, then he/she is automatically expelled. The judicial panel will subsequently vote to establish whether the expulsion carries with it the ability to apply for readmission after one year or not.

**10.18.4.2.** If the student is not found liable at the "clear and convincing evidence" level but is found liable at the "preponderance of the evidence" level of burden of proof, then the accused is not automatically expelled. Instead, the judicial panel will devise a sanction from among those recommended for first Class I liabilities. However, the council is free to devise a sanction more severe than would ordinarily be given for a similar liability deriving from a first Class I liability. The student is informed that he/she could have been expelled but was not. However, part of that outcome is contingent upon the student satisfactorily completing the Academic and Intellectual Traditions course within a specified period of time. If the student fails to complete the course within the mandated timeframe or if he/she performs unsatisfactorily in the course, then the student will be retroactively expelled. The judicial panel will reconvene to establish whether the expulsion carries with it the ability to apply for readmission after a period of one year or not. ([Back to ToC](#))

### **10.18.5. Protocol for Suspension**

If the honor council votes to suspend a student, that vote passes as a directive to the provost, who will either implement it (following resolution of any possible appeal; see [Sec. 10.23.](#)) or who will meet personally with the members of the judicial panel who voted for suspension to explain why he/she refuses to implement it. A suspension is a future action. If a student is suspended, he/she is permitted to finish the current term, and will receive any grades and credits earned. The student is then suspended from the next regular (fall or spring) semester, and also from any intervening summer terms, meaning

he/she cannot register for classes or participate in any way with campus life during the suspension period. Additional specific regulations governing readmission can be found in [Sec. 5.25.5](#) of the *Bulletin*. ([Back to ToC](#))

#### **10.18.6. Protocol for Expulsion**

If the honor council votes to expel a student (either with the ability to apply for readmission after one year or not) that vote passes as a directive to the provost, who will either implement it (following resolution of any possible appeal; see [Sec. 10.23](#).) or who will meet personally with the members of the judicial panel who voted for expulsion to explain why he/she refused to implement it. An expulsion is a retroactive action. If a student is expelled, that expulsion is retroactive to the start of the semester during which the precipitating event occurred. He/she is not permitted to finish the current term, and will absent him/herself from campus when the expulsion is enforced, and will remain absent from campus for the duration of the expulsion period. The student will be assigned the grade of “W” in all classes in which he/she is then enrolled, except that he/she will be assigned the grade of “F” in any class wherein he/she committed an honor code violation which led to the expulsion. The financial and financial aid implications of expulsion are delineated in [Sec. 4.11](#) of this *Bulletin*.

If a student is expelled with ability to reapply after one year, then he/she will remain expelled for at least a one-year period beginning with the outset of the semester in which the expulsion occurred. Even if such a student has the ability to reapply, there is no guarantee that such a reapplication will be favorably received, and the University may insist on satisfaction of certain unusual and additional requirements before granting any such readmission. If a student is expelled without the ability to reapply after one year, he/she may never apply for readmission to Oglethorpe University. Additional specific regulations governing readmission can be found in [Sec. 5.25.5](#) of the *Bulletin*. ([Back to ToC](#))

#### **10.19. Confidentiality**

All business and activities of the honor council shall remain confidential until a given case has been fully adjudicated, and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to such proceedings to anyone outside the bounds of confidentiality. Those within the bounds of confidentiality include all honor council members (not just those who served on a given case), the president of the University, the provost, the dean of students, the vice president for campus life, the chief conduct officer, the registrar, the chair of the academic division in which the alleged infraction occurred (if appropriate), a counselor used as a part of a Class II investigation, the accused’s academic advisor, accusers, accused persons, witnesses, persons interviewed prior to or during an investigation, victims and the attorney for the University. If the student plays on a varsity athletic team, the coach of that team and the athletic director are also included within the bounds of confidentiality. In addition, the accused may, at his/her discretion, include within the bounds of confidentiality his/her parents, faculty or staff members, minister/spiritual advisor, personal or legal counsel, up to two advisors drawn from the University community and any translator or interpreter that was required for a hearing. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he/she will automatically be bound by confidentiality.

Once a case has been fully adjudicated, all students (accusers, accused persons, witnesses, those interviewed prior to or during an investigation and victims) excepting student members of the honor council are released from confidentiality requirements. All other parties named in the previous paragraph (including student members of the honor council) continue to be bound indefinitely by the confidentiality requirements enumerated above.



Members of the honor council who violate confidentiality requirements are subject to sanctions imposed by the honor council (see [Sec. 10.20](#)). Non-honor council Oglethorpe students who appear to have dishonored confidentiality requirements will be charged with violating the code of student conduct, [Sec. B.14](#). Non-honor council faculty and staff who appear to have violated confidentiality requirements may have letters of reprimand filed with the provost and/or the faculty or staff member's direct supervisor on behalf of the honor council. ([Back to ToC](#))

## **10.20. Honor Council Self-Governance**

During any investigation or hearing, any honor council member has the right to challenge the impartiality of any other member with respect to the particular case being heard. The challenge must be substantive, reasonable and must be stated in the presence of all assembled members; if necessary, the accused and any other persons not on the honor council are first removed from the room. The object of the allegation is permitted to rebut the assertion that he/she ought to recuse him/herself. After the claim has been made and rebutted, members (excluding the person whose impartiality is being called into question) vote by secret ballot on whether or not to force a removal of the member in question. The motion passes upon receiving a simple majority, and members are obliged to cast their ballots based on the preponderance of the evidence standard. If the member is required to recuse him/herself, then he/she will leave the room immediately and will not return while the case in question is being adjudicated.

If at any time a member of the honor council no longer meets the minimum qualifications for service (see [Sec. 10.8](#).) then he/she is immediately removed from the honor council rolls for the duration of his/her term of service.

If any member of the honor council has allegedly exhibited behavior inconsistent with the position of trust he/she should warrant by being on the honor council, then he/she may be removed from the honor council. Breaching the confidentiality of proceedings and having been charged with an honor code infraction (certainly if found liable, and even possibly if not) are reasons for expelling a member, although other reasons also exist. It is the entire corpus of all honor council members that would be invited to the proceedings. The quorum for such a meeting will be ten members, including at least one student, at least one faculty member and the secretary. Charges will be stated aloud by those making the allegations, evidence (if any) will be put forth, witnesses may be called, and the accused member will have a chance to rebut such testimony and allegations, may cross-examine witnesses, and may call witnesses of his/her own. Once the testimonial and interrogatory portions of the meeting are concluded and the accused member has been offered the chance to present a closing statement, he/she leaves the room. After deliberation, the other members present will vote on a motion to expel or to acquit. Members are obligated to cast their votes according to the preponderance of the evidence standard, and the motion passes if it receives a simple majority in support. In the event of a tie, members will deliberate further and re-vote as necessary, until the motion at hand (to expel or to acquit) receives a simple majority. The accused member is notified of the decision by the secretary. If the member is expelled, he/she is immediately removed from the honor council rolls and will not be eligible for election or selection to the honor council again. ([Back to ToC](#))

## **10.21. Recordkeeping**

At every meeting of the honor council, the secretary is charged with keeping records of the proceedings. For meetings (for training or to consider expelling an honor council member, for example) which are not for the purpose of carrying out either an investigation or hearing, the secretary (or his/her designee) will keep written

minutes. The minutes are distributed to all members who were present and to the provost. The secretary keeps a copy of the minutes on file, as well.

For investigations and hearings, the secretary will not keep detailed, hand-written minutes of the complete proceedings. Instead, he/she will prepare a written summary of what transpired before the accused was permitted to enter the room. This would include the names of those present, a listing of documentary evidence which had been submitted (reports of suspected honor code violation, course syllabi, tests, quizzes, papers, and so forth), matters of fact about the charges being brought and the context of the case, any information (subject to requirements enumerated in [Sec. 10.11.2.2.](#)) regarding prior appearances of accused, accusers and other relevant parties before the honor council (including some contextual narrative, whether the student was found liable or not, what the sanction was if a liable plea or finding ensued, and other details derived either from the minutes, the audio recordings, and/or the personal recollections of honor council members who may have been involved in the previous case), other items that should be a matter of record, and a synopsis of the major themes that the members discussed in advance of beginning the meeting proper. Likewise, the secretary will prepare a summary of what occurred once the testimonial and interrogatory portions of the proceedings concluded and the deliberative portion of the meeting commenced. This summary will include at least the major arguments that proved persuasive regarding the outcome of the case, the rationale for all decisions, the relative weights of pieces of evidence, a detailed description of any sanctions that were levied, a description of all motions made, and a report of how those motions fared (including the vote tallies for and against). The phase of the meeting in between these two bookends (that is, the portion during which the accused is permitted to be present) will be audio recorded. The audio record will constitute the entire record of the actual testimonial proceedings; no transcription will be prepared. Persons in attendance are free to make their own written notes if they so desire.

For investigations, the secretary will distribute the two written synopses mentioned above to all members who were present and to the provost. The secretary keeps a copy of the synopses on file, as well. The audio recordings are kept on file by the secretary; these are not distributed to other honor council members or to the provost, but are to be made available to any of those parties upon request.

The procedure is the same for hearings as it is for investigations, except as follows. Persons found liable (but not those who are found not liable) will receive copies of both summaries noted above. The liable individual is also given access to the audio recording of the hearing, but is not given a copy of the actual recording, itself. Persons wishing to listen to the audio portion of an investigation or hearing should file a request with the secretary.

The secretary and his/her successors will maintain for at least six years all minutes and all pre- and post-investigation and pre- and post-hearing synopses. At his/her discretion, the secretary can opt to delete or discard all other items a year and a day after a given student either graduates or fails to enroll in any class. Such items would include audio records, evidence artifacts, e-mails, and so on. ([Back to ToC](#))

## **10.22. “Academic and Intellectual Traditions” Course**

The honor council (or its designees) will develop and maintain a four-hour, intensive, not-for-credit course called Academic and Intellectual Traditions. The head librarian (or his/her designees) will offer the course up to three times in a given fall and spring semester, and as-needed during the summer months. The course will meet in one-hour blocks for four consecutive weeks, and will stress higher-order themes of integrity, ethical behavior and best academic practices. Each person who has been found liable of an honor code charge and who, as part of his/her sanctioning, has been compelled to attend this class will show up to whichever of these

scheduled sessions he/she has been assigned. All participants in the course are bound by the confidentiality requirements imposed in [Sec. 10.19](#). ([Back to ToC](#))

### **10.23. Appeals**

A student who has been found liable of violating the honor code by the honor council has the right to appeal the decision to the provost. The appeal must be made using the official University means of communication within three academic business days of notification of the honor council's decision and receipt of the pre- and post- hearing synopses and the offer of access to the hearing audio record, whichever event comes latest. Appeals may be granted only under the following circumstances:

**10.23.1.** If the honor council deviated substantially from the rules and procedures laid out in the honor code in determining the case.

**10.23.2.** If there is additional evidence that could have a bearing on the outcome of the case.

Following submission of an appeal, the provost may summarily dismiss the appeal if, in his/her opinion, it does not adequately address the requirements enumerated in [Sec. 10.23.1](#). or [Sec. 10.23.2](#). The provost will notify the appellant of such an action.

If the provost elects to not summarily dismiss the appeal, then he/she will summon a review board which will examine the appeal and decide whether a new hearing is warranted. The review board will be made up of the provost plus two faculty members the provost selects and who have recently completed terms on the honor council. The secretary will provide members of the review board with all the case documentation (including access to pre-and post-hearing synopses and audio records). The provost will designate a member of the review board to take detailed minutes of any meetings the board may have. These minutes will be kept on-file by the provost or his/her designees for a period of not less than six years.

If the review board determines that a new hearing is warranted, the secretary will convene an appeal panel. The appeal will be heard by members of the full honor council which was not employed in the original adjudication of the case. The associate provost will appoint an experienced honor council faculty member to serve as secretary for purposes of the appeal hearing. The appeals panel will have the same composition and will follow the same protocols as any judicial panel.

The appeals panel may decide either to uphold or overturn the decision of the original judicial panel. If the verdict is overturned, the secretary should inform all those within the bounds of confidentiality of the results of the appeal. Any person found not liable on appeal may not be charged a second time for the same offense. If the appeals honor council decides to uphold the original ruling, no further appeals can or will be granted. ([Back to ToC](#))

### **10.24. Honor Code Administration and Modification**

The honor code is owned by the Oglethorpe University community, but its administration, ongoing operation and modification falls to the faculty, which is the guarantor of the integrity of the academic program. The faculty gratefully acknowledges that the honor code requires a substantial commitment and ongoing dedication on the part of our students and other non-faculty personnel, and that such persons consequently have a very legitimate and substantive voice where the honor code is concerned. Such parties are welcome and encouraged to share with the faculty any recommendations they may have for improving the honor code.

Likewise, such parties are encouraged to share with the faculty any problems they believe have developed regarding the effectiveness or the integrity of the honor code or honor council.

In addition to the yearly review mandated in [Sec. 10.8.8.2.](#) and [Sec. 10.8.9.](#), and the ongoing recommendations mentioned above, the honor code should undergo a systemic and complete re-evaluation no less frequently than every five years. ([Back to ToC](#))

#### **10.25. Disclaimer**

In the event that any provision of the honor code is deemed to be in conflict with federal, state or local laws or regulations, all other portions of the code remain in force. The offending portion of the code is automatically not enforceable from such point forward, and the faculty will seek to modify the honor code so as to remove any such conflict as soon as possible thereafter.

The official version of the honor code is the one published in the online version of the *Bulletin*. Changes to the honor code will be made as expeditiously as possible to the online *Bulletin*, which then supersedes all other versions, including that found in any printed or other materials. Changes to the honor code will not “grandfather in” any subset of the Oglethorpe University population. Any modifications of the honor code automatically take effect at the start of the next academic year and, from that time forward, become enforceable upon the entire community, regardless of the nature of any previous *Bulletin* or honor code version which may exist. ([Back to ToC](#))

**Acknowledgement:** The authors of this document gratefully acknowledge those who have crafted the honor code at Birmingham-Southern College. We have incorporated into our own honor code Birmingham-Southern’s overall vision as regards the two-tier system of Class I and Class II violations, as well as extensive portions of their extraordinarily well-thought-out policy on confidentiality and the bounds of confidence.

## 11. Campus Life

### 11.1. Office of Campus Life

The offices and programs of the office of campus life support the academic mission of the University and enhance success of students through co-curricular and extracurricular services and activities. Campus life efforts are designed to build an engaged, active, cohesive, and respectful community where students may grow in maturity, psychological development and personal consciousness, all the while connecting to the University's creed: "Make a Life, Make a Living, Make a Difference." Each department strives to provide effective and progressive resources, facilities, and programs which help students reach their fullest potential intellectually and emotionally by providing opportunities that encourage strengthening of character, self-discipline, civility, wellness, citizenship, and safety. For additional information go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: campus life).

Below are snapshots of many of the events, organizations and services which are administered, facilitated and/or provided by the office of campus life. Some additional relevant organizations and services were included separately in [Sec. 9.](#) of this *Bulletin*, which should be consulted. ([Back to ToC](#))

#### 11.1.1. Athletics

##### 11.1.1.1. Intercollegiate Athletics

Oglethorpe takes the term "student athlete" seriously. Oglethorpe's teams excel in the competitive arena and in the classroom. The University is an active member of the Southern Athletic Association (SAA) and Division III of the National Collegiate Athletic Association (NCAA). Members of Division III may not award athletic-related aid to any student athlete. Our student athletes may receive financial aid based on need and may receive academic scholarships, like all Oglethorpe students.

The University offers intercollegiate competition in baseball, basketball, cross-country, golf, lacrosse, soccer, tennis and track and field for men and in basketball, cross-country, golf, lacrosse, soccer, tennis, track and field and volleyball for women. The Stormy Petrels compete against other SAA schools, including Berry College, Birmingham-Southern College, Centre College, Hendrix College, Millsaps College, Rhodes College and Sewanee (The University of the South).

For additional information go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: athletics). Also, see [Sec. 5.23.3.](#) for information concerning academic requirements for student athletes. ([Back to ToC](#))

##### 11.1.1.2. Intramural and Recreational Sports

Oglethorpe's intramural and recreational programs offer all students the opportunity to enjoy the fun and participation of team sports and outdoor activities. Intramural athletics are popular with both men and women, and all students are welcome to participate. ([Back to ToC](#))

#### 11.1.2. Campus Safety

Campus safety is intended to create and maintain a safe and secure environment for all members of the Oglethorpe community. The peace of mind and security that campus safety offers facilitate the realization of the University's goal to provide the highest quality liberal arts education possible.

Staff members are committed to the complete and unconditional discharge of their duties in a professional and diligent manner. To maintain peace and safety, officer patrols are active around the clock. Officers on patrol enforce federal laws, state laws, and the University's rules. Violations of any of these laws and regulations are cited and turned over to the appropriate authorities for processing. In addition, officers watch for suspicious activity and are trained on how to handle emergencies, provide aid or supply relevant information when necessary.

Officers on patrol perform their duties either on foot or in a vehicle. During her/his shift, an officer is responsible for all parking lots and buildings, and for supporting campus events and activities. Officers are responsible for securing buildings and areas of campus as well as granting and providing access to specified persons.

Oglethorpe has taken many steps to ensure that our campus is as safe as possible. The services below are provided by campus safety for the Oglethorpe community:

- Vehicle Assistance: This program includes starting a dead battery, contacting a local service station for additional assistance and opening locked vehicle doors (requires a standard waiver form to be completed and signed by the vehicle's owner and proof of a valid driver's license).
- Room Lockout Assistance: This program is designed to assist any student\*, faculty or staff (with Oglethorpe ID) in entering an authorized room. (\*Residential students are asked to contact their R.A. during evening duty hours.)
- Escort Service: The department provides campus escorts to any location on campus. Contact the Campus Safety dispatcher at ext. 1998 to request assistance.

Safety at Oglethorpe is everybody's responsibility. Faculty, students and staff work together to prevent crime and make our campus a safe and thriving environment for all.

If there is an emergency, Campus Safety is available at (404) 504-1998. For additional information go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: campus safety) ([Back to ToC](#))

### **11.1.3. Counseling and Personal Development**

The Oglethorpe counseling center's mission is to support the personal growth and life satisfaction of each student in order to enhance his/her full participation in the University's educational experiences. The counseling center provides a variety of individual, group, emergency, and outreach services designed to meet the specific needs of a student in the context of a small liberal arts institution. Programs are designed to empower and motivate students to think about and promote change concerning issues relating to health and wellness. The counseling center upholds the principals of the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists' ethical code based on foundations of confidentiality, respect for differences, and integrity.

Students come to the counseling center for a wide array of concerns. The most common topics include adjustment to college, personal growth and relationship issues, academic difficulties and career indecision, depression and anxiety, eating disorders, controlling the use of alcohol and other drugs, and low self-confidence. Students may utilize counseling services for a limited number of sessions or be referred out to a specialist for long-term counseling.

The director of counseling runs the center and coordinates all services. The other therapists are at various stages of completing graduate degrees in psychology. Counseling at Oglethorpe is a

collaborative process that involves the development of a unique, confidential, helping relationship. In these relationships, therapists are facilitators who help their clients understand their feelings and behaviors, relationships with others and environments more accurately. Discussion of issues helps students make healthier lifestyle choices and take steps toward responsible living.

Services include:

- Individual Counseling: This treatment modality is offered on a weekly basis to work through personal concerns. Individual therapy is generally time-limited.
- Couples Counseling: Couples counseling is geared to help partners negotiate difficult times in a relationship.
- Group Counseling: Counseling in groups offers a broad range of insight and support from peers and professional therapists. Some groups deal with general concerns and personal growth; others have a more specific focus such as eating disorders, women's issues, and sexual abuse/assault.
- Consultation: is available to students, staff and faculty to enhance organizational and interpersonal effectiveness. Feel free to call with questions and/or concerns
- Outreach: A variety of workshops will be offered throughout the academic year to provide information that is appropriate to the personal and professional development of university students. Workshops include topics such as healthy relationships, eating disorders, surviving sexual abuse or sexual assault and stress management.

All clients of the counseling center have the right to expect complete confidentiality of their records and sessions. Counselors are legally bound to maintain rights to privacy and will not disclose information of any kind without the client's expressed written permission.

For additional information go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: counseling) ([Back to ToC](#))

#### **11.1.4. Cultural Opportunities**

##### **11.1.4.1. On-Campus**

There are numerous cultural opportunities for students outside the classroom, such as concerts, theatrical productions, and lectures by visiting scholars. The Mack A. Rikard lectures expose students to leaders in business and other professions. The University Singers and Oglethorpe Winds perform once every semester and sponsor seasonal events with guest artists. The Oglethorpe University Museum of Art, on the third floor of Philip Weltner Library, sponsors exhibitions as well as lectures on associated subjects and occasional concerts in the museum. The theatre department stages various productions each year in the Conant Performing Arts Center. Annual events, such as Night of the Arts, provide a showcase for campus talent. Georgia Shakespeare, a professional theatre company located on campus, offers summer and fall performances that are a valuable cultural asset to the Oglethorpe community. ([Back to ToC](#))

##### **11.1.4.2. Off-Campus**

Oglethorpe is located eight miles from downtown Atlanta and just two miles from the city's largest shopping center. A nearby rapid transit station makes transportation quick and efficient. This proximity to the Southeast's most vibrant city offers students a great variety of cultural and entertainment opportunities. There are numerous excellent restaurants and clubs in nearby Town Brookhaven and Buckhead. Downtown Atlanta offers major league professional baseball, football

and basketball to sports fans, as well as frequent popular concerts. The Atlanta Symphony Orchestra performs from September through June in the Woodruff Arts Center. The Atlanta Ballet and the Atlanta Opera perform periodically at the Fox Theater, which also presents musical theater and various concerts. The Alliance Theatre Company and many smaller companies present productions of contemporary and classical plays. The High Museum of Art hosts major traveling exhibitions in addition to its permanent collection. The Center for Civic Engagement sponsors a series of domestic study trips to museums, theatre and dance programs and places of cultural, political, and historical interest in the metropolitan Atlanta area. ([Back to ToC](#))

#### **11.1.5. Dining Services**

Dining services at Oglethorpe couples great food with a great atmosphere. Visit the Home Zone, where you'll find home-style favorites; Café Roma with fresh baked pizza and pasta dishes; or try Fab 500, where our featured meal has fewer than 500 calories. Choose one of your favorites from the grill, deli or salad bar, and follow your nose to warm chocolate chip cookies, double fudge frosted brownies and more mouth-watering desserts. Visit [www.oglethorpedining.com](http://www.oglethorpedining.com) for more information.

All students living on-campus must participate in the University's meal plan. All students in the residence halls receive an "all-access" meal plan, with unlimited access to dining services during all open hours of operation. Students may not share the privilege of their all-access plan with anyone else. Students lending their Petrel Pass to others or giving food to others through their plan are subject to conduct sanctions and possible loss of privileges. Commuting and off-campus students are encouraged to participate in a "commuter meal plan" that includes 25 meals. Unused commuter meals do not carry over from one academic semester to the next. Breakfast, lunch and dinner are served Monday through Friday. Brunch and dinner are served on Saturdays, Sundays and holidays. Meals are only provided when school is in session and are not provided during Thanksgiving, winter and spring breaks. The last meal served as part of the plan during the academic year will be lunch on the last day of final exams during the fall and spring semesters. There is no meal plan during the summer.

For additional information go to [www.campusdish.com/en-US/CSS/Oglethorpe](http://www.campusdish.com/en-US/CSS/Oglethorpe). ([Back to ToC](#))

#### **11.1.6. Emergency Contact**

In the event of an emergency such as a life-threatening situation or serious illness, the office of campus life will make an attempt to deliver a message or contact number to a student regarding the emergency information. With the exception of public-record information such as name, address and telephone number, information regarding students' class schedules cannot be released for any purpose. Messages can be delivered to students only for emergency situations. The office of campus life is open Monday through Friday during regular business hours. Please call (404) 364-8335. For emergencies arising during non-business hours and on weekends, please contact campus safety at (404) 504-1998 for assistance. ([Back to ToC](#))

#### **11.1.7. OU Alert, the University Emergency Notification System**

In case of campus-wide emergency, weather emergency or other urgent matter, the OU Alert system will be utilized to notify students and employees of the issue. All students and employees are responsible for keeping their personal contact information up to date via Oasis. OU Alert will send e-



mail, text, and voice notification regarding the incident or issue. The system is tested at least once per year. ([Back to TOC](#))

#### **11.1.8. Greek Life**

The mission of Greek life at Oglethorpe is to promote excellence in leadership, scholarship and service, and to provide support to students as they strive to live according to values and goals of their organizations. In addition, Greek life works to enhance the college experience through involvement in educational programming, leadership opportunities and social interactions, while empowering students to develop skills for responsible self-governance and lifelong community involvement.

The Greek community at Oglethorpe is made up of three fraternities and four sororities. The fraternities are Chi Phi, Kappa Sigma, and Sigma Alpha Epsilon. The sororities are Alpha Sigma Tau, Chi Omega, Sigma Sigma Sigma and Epsilon Iota Psi.

These organizations contribute positively to campus life by providing a variety of leadership, service and social opportunities for students. Membership in these organizations is voluntary and subject to guidelines established by the Interfraternity Council, the PanHellenic Council, and the assistant director of residence life and Greek affairs; these guidelines include a minimum cumulative GPA requirement. The fraternity and sorority recruitment process takes place early in the fall semester. Events on-campus for members of the Greek community include Greek Week in the spring semester and various fundraisers, philanthropy events, mixers, socials, speakers, and educational workshops throughout the year.

For additional information, including Greek life policies, go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: Greek affairs)

##### PanHellenic Council

The PanHellenic Council (PHC) is the governing body of the sororities at Oglethorpe University. Every woman who joins a sorority becomes a member of the PanHellenic Association. PHC unites every sorority woman regardless of individual affiliation, and it was created to unite sorority women to strengthen their values and establish common goals. The council meets every week to discuss matters affecting sororities and the Greek community and is made up of nine officers and one delegate from each of the sorority chapters. The PHC is able to effectively organize and assist in events of mutual concern to all sorority women. PanHellenic helps to oversee events such as sorority recruitment and many events for the sorority community, as well as the changing and updating of the PanHellenic Constitution and Bylaws.

##### Inter-fraternity Council

The Inter-fraternity Council (IFC) is the governing body of the fraternities at Oglethorpe. IFC provides support and services to fraternities as well as representing fraternity life to the University and the surrounding community. The IFC meets every other week to discuss matters affecting fraternities and the Greek community and is made up of an executive board and the presidents and one additional delegate from each chapter. In accordance with the objectives outline by the National Interfraternity Conference, the purpose of the IFC is to assist the fraternity system in the

development of fraternity members through intellectual, social leadership, and humanitarian pursuits. ([Back to ToC](#))

#### **11.1.9. University Health Care**

Although students are free to seek medical care wherever they choose, all students are welcome to access care at SmartCare Urgent Care, a University partner located near the southern end of campus. With this arrangement students have access to physicians every day of the week, twelve hours a day.

Students may visit SmartCare Urgent Care for “level one” medical care. Students with the University sponsored health insurance will walk in and out for level one care with no cost for the visit. The University will cover their \$25 co-pay for this first level of care up to four times per month. For students with other health insurance policies, it will be the same experience, with \$25 of their copay billed to the University. Student visits that require a higher level of care will be processed directly by SmartCare through insurance with the student responsible for only their regular co-pay and terms of their insurance.

SmartCare’s ability to provide X-rays, immunizations, fluids, and other tests will bring great convenience to students and hopefully reduce the number of trips to the ER or to physicians located far from campus. Additionally, SmartCare provides required vaccinations at discounted rates, sports physicals for \$25, and a “travel clinic” for additional vaccinations needed for study abroad trips.

For convenience the residence life office on the upper quad will stock Band-Aids and minor supplies for students, and the residence life staff will assist students in access to SmartCare when needed.

When it is determined that a student’s physical or emotional health is detrimental to his or her academic studies, group-living situation or other relationships at the University or in the community, the student may be required to move out of University housing and/or be subject to a non-academic withdrawal from the University (see [Sec. 5.25.2.](#)). Students who are non-academically withdrawn from the University must apply for readmission if and when they are ready to return to campus (see [Sec. 5.25.5.](#)).

All full-time TU students are required to have health insurance coverage and are automatically enrolled in and charged for the University-sponsored student health insurance plan. Information is available online at [www.collegiaterisk.com/schools/oglethorpe-university.aspx](http://www.collegiaterisk.com/schools/oglethorpe-university.aspx) describing the coverage, fee and limits of plan. Students may only be exempt from the school-sponsored insurance plan by showing evidence of personal health insurance by completing the online waiver to the insurance company by the stated deadline. Waivers will not be accepted by the business office. If a student does not submit a waiver, the cost of the insurance will be added to his/her student statement. ([Back to ToC](#))

#### **11.1.10. Honors and Awards Presented to (or by) Students**

These awards are presented annually at Commencement, at the Honors and Awards Convocation during the Symposium in the Liberal Arts and Sciences, or during a special program held by the sponsoring organization:

- Donald C. Agnew Award for Distinguished Service: This award is presented annually by members of the Student Government Association (SGA). The recipient is chosen by the SGA to honor the

person who, in SGA's opinion, has given distinguished service to the University. Dr. Agnew served as president of Oglethorpe University from 1957 to 1964.

- Alpha Chi Award: This is an annual award made to the member of the sophomore class who best exemplifies the ideals of Alpha Chi in scholarship, leadership, character and service.
- Alpha Phi Omega Service Award: This award is presented by Alpha Phi Omega fraternity to the student, faculty or staff member who best exemplifies the organization's three-fold purposes of leadership, friendship and service.
- Art Awards of Merit: These are presented to students who have displayed excellence in photography, sculpture, painting and drawing.
- Leo Bilancio Award: This award, created in memory of Professor Leo Bilancio, a member of the Oglethorpe history faculty from 1958 to 1989, was established by the Student Government Association and is presented to a graduating senior who has been an outstanding student of history.
- Mary Whiton Calkins and Margaret Floy Washburn Awards: Outstanding seniors majoring in Psychology are honored with these awards.
- Ronald Carlisle Prize: The prize recognizes the most exceptional senior studying in the Division of Mathematics and Computer Science.
- Chiaroscuro Juried Art Show Awards: These awards are presented to the artists who submit the best drawings, sculpture, photographs and paintings to the annual student art show sponsored by Chiaroscuro, a club that supports the arts on campus.
- The Chanda Creasy Music Prize (University Singers of the Year): Given annually to one male and one female member who, in the opinion of the conductor, have each made invaluable contributions to the organization and whose musical achievements and commitment have been of the highest order. The award is a cash prize with a personal plaque; the names of the recipients will also be added to a master plaque in the University Singers' rehearsal room.
- Deans' Award for Outstanding Achievement: This award is presented annually to a campus club, organization or society which, in the opinion of the vice president for student affairs and the provost, has contributed most to University life.
- Financial Executives Institute Award: This award is presented annually by the Atlanta Chapter of The Financial Executives Institute to students who have demonstrated leadership, superior academic performance and potential for success in business administration.
- Georgia Society of Certified Public Accountants Certificate of Academic Excellence: This award is presented annually to the Accounting major who has the highest overall grade-point average.
- Sidney Lanier Prize: This award is given yearly to the student(s) submitting excellent poetry to campus publications.
- Leader in Action Award: This award is presented to the student who best exemplifies the ideals of the Rich Foundation Urban Leadership Program.
- LeConte Award: The most outstanding student graduating with a major in one of the natural sciences, as determined by the faculty in the division of natural sciences, is recognized with this award.
- Charles M. MacConnell Award: This award honors a former member of the faculty and is presented by the sophomore class to the senior who, in the judgment of the class, has participated in many phases of campus life without having received full recognition.
- Metropolitan Atlanta Phi Beta Kappa Alumni Association Award: This award is given to the outstanding graduating senior in the honors program.

- The James Edward Oglethorpe Awards: Commonly called the “Oglethorpe Cups,” these are presented annually to the man and woman in the graduating class who, in the opinion of the faculty, have excelled in both scholarship and service.
- Oglethorpe Poet Laureate: This award was first instituted by Mrs. Idalee Vonk, wife of former President Paul Vonk, and is an honor that is bestowed upon a freshman, sophomore or junior who presents the best written work to *The Tower* for competition.
- Omicron Delta Kappa Emerging Leader Award: This award is made by Omicron Delta Kappa to the student in the freshman class who most fully exemplifies the ideals of this organization.
- Order of Omega Outstanding Sophomore Award: This award is presented by the Order of Omega, a national Greek honor society, to the sophomore who best exemplifies the principles of Greek life.
- Outstanding EDP Scholar: This award is presented to the EDP student in the graduating class who has the highest grade point average on work completed at Oglethorpe.
- Outstanding Improvement in French Studies: This award honors the student who demonstrates excellence and dedication in French studies.
- Outstanding Male and Female Varsity Athletes of the Year Award: These awards are made annually to the outstanding male and female students participating in varsity sports.
- Outstanding Politics Senior Award: This award is given annually to the graduating senior who, in the judgment of the Politics faculty, does the most sophisticated work in upper level classes within the discipline.
- Outstanding Sociology Senior Award: The outstanding senior majoring in Sociology is honored with this award.
- Pattillo Leadership Award: The president of the University presents this prize to a graduating student who has excelled in leadership accomplishments. The award is named for Oglethorpe’s 13th president, Dr. Manning M. Pattillo, Jr.
- Phi Beta Kappa Faculty Group Award: This award is presented by the faculty and staff members of Phi Beta Kappa to the graduating student who, in their judgment, has demonstrated outstanding scholarly qualities.
- Phi Eta Sigma Freshman Scholarship Award: This award is presented annually to the full-time freshman with the highest grade-point average by Phi Eta Sigma, a national scholastic honor society for freshmen.
- President’s Citizenship Award: This award is given annually to the senior the president deems most worthy for his or her accomplishments in community service and civic engagement while at Oglethorpe.
- Publications Awards: Notable contributors to *The Tower*, *The Stormy Petrel* and *The Yamacraw* are recognized with these awards.
- Resident Assistant of the Year: This award is presented annually to an exemplary RA student who organizes outstanding educational and social programs for residential students and builds a sense of community in the residence halls.
- Anne Rivers Siddons Award: This award is given each year to the graduating senior majoring in English who is judged to have written the best piece of short fiction.
- The Algernon Sydney Sullivan Award and Mary Mildred Sullivan Award: Sponsored by the Algernon Sydney Sullivan Foundation, these two annual awards recognize individuals who demonstrate the highest standards of character, integrity, and service to others and to their community. For nearly 80 years, the Sullivan Foundation has presented these awards at 60 selected colleges and universities in the American South.

- The Warren Valine Music Prize (University Singers Most Valuable Member): Given annually to the student who is considered by the members of the Singers to be their most valuable member, the award is a cash prize with a personal plaque. The winner's name will also be inscribed on a master plaque in the University Singers' rehearsal room.
- Charles Longstreet Weltner Award: Sponsored by the Stormy Petrel Bar Association in honor of Chief Justice Charles L. Weltner, class of 1948, this award is presented annually to a student who demonstrates analytical and persuasive skills and an appreciation for the elements of civic leadership, as determined through a competitive essay and interview process.
- Sally Hull Weltner Award for Scholarship: This award is presented to the summa cum laude student in the graduating class who has attained the highest level of scholastic achievement at Oglethorpe with the greatest number of hours of course work completed at Oglethorpe. ([Back to ToC](#))

#### **11.1.11. Mail Services**

The office of mail services is located on the ground floor of Lupton Hall and individual mailboxes are assigned to all resident students. Mail is processed year round, Monday through Friday, except on federal holidays. Window hours are 8:30 AM-11:30 AM and 2:00 PM-5:00 PM. Stamps can be purchased at mail services and in the campus bookstore, which also sells a variety of envelopes.

A properly addressed letter or package to a resident student includes the mailbox number. An example of a properly address letter is:

Ms. Storm E. Petrel  
4484 Peachtree Road, NE  
Box 131  
Atlanta, GA 30319

To obtain the mailbox number of a current student, please call mail services at (404) 261-1441.

During holiday periods, summer vacation and study abroad semesters, or once a student has moved off-campus, first class letters and packages can be forwarded upon request. In all cases, the student is responsible for providing an accurate forwarding address. If no forwarding address is made available once a student ceases to be a resident, mail will be returned to the sender. ([Back to ToC](#))

#### **11.1.12. Petrel Pass**

Each entering student is given a Petrel Pass, which is the official University identification for all students and employees.

Petrel Passes given students access to:

- Philip Weltner Library resources
- Student meal plan
- Security access to certain locations on campus, including some residence halls
- Discounts or free passes to sporting events
- Discounts at Georgia Shakespeare
- Access to account information and password resets at the IT Services Help Desk
- Numerous other student discounts not affiliated with Oglethorpe University

Replacement Petrel Passes can be obtained from the office of campus life with another photo ID displaying the student's name and date of birth. If the student has not previously received a Petrel Pass and is not on record, a proof of enrollment from the office of the registrar is also required.

Use of another person's Petrel Pass is prohibited and both the student loaning and the student using the pass fraudulently will be subject to conduct sanctions which may include loss of privileges.

Given the amount of access provided by the Petrel Pass, Oglethorpe suggests treating this card as important as a credit card. It should also be given the same amount of protection against magnetic fields. ([Back to ToC](#))

### **11.1.13. Residence Life**

The office of residence life fosters the academic, social, cultural, and personal growth of students in a caring, comfortable, and challenging residential community of diverse students. The office of residence life further seeks to create and maintain a residential community of high quality, safety, and engagement that supports a vibrant co-curricular life within an urban liberal arts environment.

Dedicated to building an engaged residential community while supporting the University's and the office of campus life's missions, the office of residence life embraces the following core values:

- Learning
- Student Success
- Accountability
- Inclusive Community

For additional information about residence life policies and regulations, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: residence life)

#### Membership in the Community

As members of the Oglethorpe campus community, residential students have a specific set of rights and responsibilities. Problems develop when one person fulfills his or her responsibilities and another does not. Residence life policies and regulations are designed to give a clear understanding of what is expected of Oglethorpe University residents. It is important to recognize that a large number of individuals live together in a residence hall. This density of people creates a special need for being aware of how one's individual actions can have a direct effect on others and easily influence the environment of the entire hall. With these ideas in mind, the office of residence life has established a number of guidelines intended to give students a standard by which to live and learn together.

#### Responsibilities of Community Living

As an important member of this residential community each student has the responsibility to:

- Verbally express his/her views to the person(s) involved, should the student feel his/her rights have been violated.
- Treat other residents with respect and consideration and grant them their individual rights.
- Understand all policies and regulations necessary for the hall and University community to function.

- Respond to all reasonable requests from fellow residents.
- Respond to and cooperate with all Oglethorpe University and residence hall staff members at all times.
- Take responsibility for personal and community safety, i.e. do not misuse safety equipment, do not prop open security doors and do not lose, loan or forget room keys or Petrel Pass.
- Accept responsibility for his/her behavior and that of his/her guests at all times.
- Recognize that public areas and their furnishings belong to everyone and that abuse of or removal of items from those areas violates the rights of all community members.
- Report all maintenance issues to the appropriate person in a timely manner.

### Residence Life Staff

The residence life professional staff consists of the director, assistant director, and coordinator(s) of residence life. These staff members are student affairs professionals who work and usually live on-campus. They are trained and experienced in residence hall operations, supervise the RAs, and provide guidance in RA programming. The professional staff oversees the activities of their assigned area of campus. They are the office of residence life's spokesperson in any situation that may arise in the residence halls, and they enforce University and residence hall policies. Feel free to speak with the professional staff about any problems, ideas, and/or suggestions you may have regarding residential living.

Resident assistants (RAs) are students that live and work in the residence halls. They are hired by the office of residence life to help students who live in the residence halls and are the most visible members of the residence life staff. Since each RA lives directly in the building, he/she is attuned to residents' particular needs and problems. RAs go through an extensive selection and training process and are, therefore, helpful in dealing with all types of problems and situations. RAs also plan programs and activities, hold hall meetings, enforce policies and refer maintenance/housekeeping work orders to the physical plant. ([Back to ToC](#))

#### **11.1.14. Student Government Association**

The Student Government Association (SGA) is the guiding body for student life at Oglethorpe. The SGA consists of three branches: an executive council, a senate and a programming board. The executive council is composed of the president, an executive vice president, a vice president for programming, a parliamentarian, a secretary, a treasurer and the presidents of the four classes. The senate is chaired by the executive vice president and composed of four senators from each class. The programming board is chaired by the vice president for programming and is composed of three members elected from each class. All three bodies meet regularly and all meetings are open to student body. The SGA administers a student activity fee that is assessed to all full-time TU and EDP students during the fall and spring semesters. For more information, go to [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: sga). ([Back to ToC](#))

#### **11.1.15. Student Leadership and Activities**

The mission of the office of student leadership and activities is to enhance the collegiate experience through supporting academic, social, and personal enrichment within the student community by offering intentional programming, promoting campus engagement, and developing student leaders. Student leadership and activities enacts this mission by providing programs and events in:

- Leadership Development

- Intercultural Affairs
- Campus Events & Programming
- Connections to Student Organizations
- New Student Orientation
- Advising the Student Government Association

In addition, this office manages the Petrel Partners Program, a group of area businesses offering discounts to the Oglethorpe community.

The office of student leadership and activities provides an extensive programming calendar for the student population, including a diverse range of programs in developmental areas (including cultural, educational, social, and recreational activities).

Campus organizations are an integral part of University campus life. All student programs must be registered with the office of student leadership and activities seven business days prior to the event. Once the event has been confirmed, students may take advantage of the information provided in the student activities event planning packet, which provides necessary contact information and an event registration form. The planning packet and event registration form are available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: student leadership). The same link will provide additional information about student leadership and activities, as well. ([Back to ToC](#))

#### **11.1.16. Student Organizations**

Campus student organizations include activities and clubs recognized through the Oglethorpe Student Government Association, co-curricular groups, honorary societies chartered at the University, and fraternities and sororities coordinated by the Inter-fraternity Council or the PanHellenic Council. Student organizations are subject to the authority and regulations of the University. Recognition and continuation of a campus student organization requires that the philosophy and purpose of the group's activities be consistent with the philosophy and purpose of the University. National affiliation of student organizations is subject to approval of the University.

Eligibility for membership or active participation in student organizations is limited to currently enrolled students at Oglethorpe. Eligibility to serve as an officer or in an official capacity in a student organization is restricted to full-time, currently-registered students in the TU program, who are in conduct good standing (see [Sec. 11.4.](#)) and have a minimum cumulative 2.0 grade-point average. Any questions concerning eligibility for membership or holding office in a student organization are subject to final determination by the vice president for campus life. EDP students are eligible for general membership only and may not hold an officer position in a registered student organization.

All student organizations must have a University faculty or staff advisor. Each group must renew its status annually by reporting any changes in its name or purpose, as well as the names of its members, officers and advisor to the director of student leadership and activities at the beginning of each fall semester. Failure to comply with these provisions may result in the organization being declared inactive. An organization declared inactive or determined to be defunct must reapply for recognition to be re-activated.

A great variety of organizations are open to Oglethorpe students, alumni, and friends of the University. For more information on student organizations, visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: organizations).



## Building New Student Organizations

Groups desiring to form a campus student organization must follow the appropriate process prescribed by the Student Government Association, the Inter-fraternity Council, the PanHellenic Council or the University. Generally, recognition of a new student organization requires a proposed constitution that contains a statement of purpose along with a list of members, officers, and an advisor. The student recognition body and subsequently the University must approve the charters of new organizations. Information, forms, and advice on the procedures and process are available from the director of student leadership and activities. ([Back to ToC](#))

### **11.2. Campus Life Policies, Procedures and Requirements**

Several policies, procedures and requirements which relate to students and student conduct are given in [Sec. 2.6.](#), including (but not limited to) the following:

- Disability Programs and Services ([Sec. 2.6.2.2.](#))
- Policy Prohibiting Discrimination, Harassment and Retaliation ([Sec. 2.6.2.3.](#))
- Civility Statement ([Sec. 2.6.3.1.](#))
- Consensual Relationship Policy ([Sec. 2.6.3.3.](#))
- Ongoing Requirements for Students to Report on Disciplinary and Criminal Matters ([Sec. 2.6.3.4.](#))
- United States Copyright Law Requirements ([Sec. 2.6.4.4.](#))
- Policies Relating to Digital Media, Information and Communication ([Sec. 2.6.5.](#))
- Parking, Driving and Vehicle Registration Policies and Regulations ([Sec. 2.6.6.](#))
- Student Records ([Sec. 2.6.7.](#))
- Family Educational Rights and Privacy Act (FERPA) ([Sec. 2.6.8.](#))
- General Policies for Handling Complaints and Requests for Variances, Waivers and Appeals ([Sec. 2.6.9.](#))

In addition, financial and financial aid information may be found in [Sec. 4.](#) and a considerable number of policies, procedures and requirements of an academic nature are provided in [Secs. 5.](#) through 10. Students are also specifically reminded of their obligations under [Sec. 1.2.](#) of this *Bulletin*.

What follows in the remainder of this section are some additional policies, procedures and requirements which are targeted more narrowly on students and, often, student conduct, particularly as it occurs on-campus. ([Back to ToC](#))

#### **11.2.1. Student Rights and Responsibilities**

Among the enumerated rights of Oglethorpe students are freedom of expression and peaceful assembly, the presumption of innocence and procedural fairness in the administration of discipline, and access to personal records.

As members of the Oglethorpe community, students are responsible for maintaining high standards of conduct and respecting the privacy and feelings of others and the property of both students and the University. Students are expected to display behavior that is not disruptive of campus life or the surrounding community. They represent the University off-campus and are expected to act in a law-abiding and mature fashion. Those whose actions show that they have not accepted this responsibility may be subject to disciplinary action as set forth in the Code of Student Conduct ([Sec. 11.3.](#)). ([Back to ToC](#))

### **11.2.2. Student Role in Institutional Decision Making**

Student opinions and views play a significant role in institutional decisions affecting their interests and welfare. Students are asked to complete the following annually: a comprehensive student opinion survey, course assessments and the advising assessment. Students serve on key academic committees such as the Commencement Committee, the Core Curriculum Committee, the Experiential Education Committee, the Teacher Education Council and several Board of Trustees standing committees.

Particularly important is the role of elected student government representatives in this process. The president along with selected other officers of the Student Government Association meet regularly with the vice president for campus life to discuss student body concerns. At least once each year students are invited to meet with the Campus Life Committee of the Board of Trustees. In addition, the Student Government Association collaborates with the president of the University and the cabinet in sponsoring periodic “town meetings” to which all students are invited. ([Back to ToC](#))

### **11.2.3. Policy on Student Demonstrations**

Oglethorpe University fully supports freedom of expression and peaceful assembly for students. Having the opportunity to assemble peacefully and to discuss issues is essential to the student’s education. However, to prevent bodily harm, to protect property, and to avoid disruption of the educational process, participants in a demonstration must conduct themselves in a responsible manner. The following standards of conduct apply to all campus assemblies, meetings, parties, or other gatherings of students:

- No person may push, strike, physically assault or threaten any member of the faculty, staff or student body or any visitor to the University.
- The person(s) mainly responsible for organizing a demonstration must meet with the director of campus safety prior to announcing the event to agree on procedures for maintaining order.
- All other campus policies on conduct, as well as all local, state and federal laws, apply to student demonstrations on the Oglethorpe campus. ([Back to ToC](#))

### **11.2.4. Policy on Hazing**

Oglethorpe University does not permit the hazing of a student as a requirement for membership or participation in any student organization, athletic team, Greek chapter, colony, club or group. Hazing is not consistent with the mission of the University and is in opposition to the founding principles of fraternal organizations. The University will not tolerate hazing in any form.

Hazing activities are defined as:

An action taken or situation created intentionally by an individual or group, whether on- or off-campus, to produce mental or physical discomfort, embarrassment, harassment or ridicule in another person or group, regardless of the consent of the participants. Any act that interferes with regularly scheduled classes or academic pursuits of a student may also be defined as hazing. Such activities may include but are not limited to the following:

- Use of alcohol.
- Paddling in any form.
- Creation of excess fatigue.
- Physical and psychological shocks.

- Engaging in disruptive behavior.
- Morally degrading or humiliating games and activities.
- Forced servitude.
- Other such activities that are not consistent with academic achievement, ritual or policy, the regulations or policies of the University or applicable state law.

Complaints or information concerning an alleged violation of the hazing policy should be reported to the dean of students or the director of residence life. Staff will investigate all complaints and take appropriate action upon confirmation of a violation. ([Back to ToC](#))

#### **11.2.5. Gatehouse Security Arm Procedures**

The security arm at the Peachtree Road entrance is in operation between the hours of 9:30 PM and 6:00 AM daily, unless directed otherwise by the director of campus safety. The gate will be down and operating during this period and around-the-clock on holidays.

If a vehicle has a valid parking tag, the vehicle will be freely admitted onto campus at any time.

Between 9:30 PM and 2:00 AM, if a vehicle has no permit or if the permit is out of date, the vehicle may not be allowed onto campus unless the following is done:

- Occupants of any vehicle unaccompanied by a student or staff member must show a valid photo ID or Petrel Pass. The name, license number and state, time and a reason for the visit will be recorded in the vehicle registration log. In addition, the student the visitor wishes to see must be called in advance to verify that the guest is welcome. If confirmation is not made after two attempts, the guest will be informed and visitation denied.
- If a student is in the vehicle, he or she can confirm the occupants. Students must sign-in their guests on the registration log along with their name (printed clearly), residence hall room, phone number and time.

After 2:00 AM, a visitor will not be allowed to proceed onto campus unless their intended host or hostess comes to the gatehouse to meet them.

Occasionally members of Greek Row may provide a guest list of off-campus visitors for a social function. Individuals on the list are allowed onto campus after showing identification and being checked off the list. The fraternities and sororities will be informed that their invited guests are not allowed to bring other individuals not on the list. ([Back to ToC](#))

#### **11.2.6. Noise Policy**

In order to promote a supportive learning environment on campus, excessive noise during any hour will be considered an infraction of the rules. Specific quiet hours in the residence halls are posted as applicable. All outside events must observe DeKalb County's noise ordinance of 11 PM. ([Back to ToC](#))

#### **11.2.7. Smoking Policy**

Oglethorpe is transitioning to a tobacco-free campus. Smoking is prohibited in all campus buildings, including classrooms, offices, meeting rooms, lounge areas, rest rooms, corridors, stairwells, the library, all residence halls (including the Traer courtyard), the field house, Greek housing, the student center and

any other interior spaces in buildings. During the transition, smoking is only permitted in designated smoking areas. All smokers should dispose of cigarette butts in the proper receptacles. Hookahs are not permitted on campus. ([Back to ToC](#))

#### **11.2.8. Restricted Areas**

Students are not permitted to enter the electrical service rooms, boiler rooms, maintenance closets and air conditioning tower or to be on roofs of campus buildings. ([Back to ToC](#))

#### **11.2.9. Appearance**

The University expects students to maintain a neat appearance when attending class or campus events. Shoes and shirts are to be worn in all buildings except campus residence halls. ([Back to ToC](#))

#### **11.2.10. Policy on Sexual Misconduct, Harassment and Assault**

Oglethorpe prohibits all forms of sexual misconduct, harassment and assault which include but are not limited to sexual coercion, stalking, intimidation, harassment, assault (unwanted touching), and rape. Sexual misconduct includes any sexual activity for which consent is not given.

Please see the University's policy prohibiting discrimination, harassment, and retaliation ([Sec. 2.6.2.3.](#)) for more specifics on sexual harassment.

Consent must be given by participants engaged in sexual activity. It must be given throughout the activity and may be revoked at any time. Neither a prior relationship nor silence is a sufficient indication of consent. A person who is asleep, drugged, intoxicated, or unconscious may not give consent. A minor or a person whose capacity or ability to provide informed consent is impaired may not give consent. If a person is under the influence of alcohol or drugs—even if they were consumed prior to the sexual encounter and the other person has no knowledge of the consumption—may not be able to give consent as it is defined by law. Likewise, an individual accused of sexual assault or misconduct does not avoid responsibility because he/she was under the influence of alcohol or other drugs.

Prevention of sexual misconduct, assault and harassment requires commitment from all members of the community.

The county and city provide resources for victims of sexual assault and misconduct via the 911 emergency system and Dekalb Rape Crisis Center, 24-hour hotline: (404) 377-1428.

Cases of sexual misconduct, assault and harassment should be reported immediately to any of the following:

- The office of campus life
- The dean of students
- The director of residence life (or a member of residence life staff)
- Campus safety
- The director of counseling
- After business hours, the residence life staff member on call or campus safety director may be contacted by calling campus safety.

By reporting the incident to a University official, a judicial investigation of the perpetrator will be discussed with the victim and initiated with their consent.

Individuals who experience sexual misconduct, harassment and assault will be provided resources for ongoing support and provided multiple options for resolving the matter. In cases with a conduct hearing, a faculty-staff judicial board, organized by the director of residence life or dean of students, will hear the case according to the appropriate timeline and procedure. ([Back to ToC](#))

### **11.2.11. Suicidal Gestures**

It is the policy of the University to treat all attempted suicides and suicidal gestures with seriousness regardless of the degree of lethality involved in the attempt. A student who has made such an attempt must receive clearance from the counseling center (or designated off-campus professional) to continue their studies, to live on-campus and to participate in co-curricular activities. After clearance, a plan for and compliance with on-going support and counseling is also required. ([Back to ToC](#))

### **11.2.12. Alcohol and Drug Policy**

**11.2.12.1.** Oglethorpe requires students to comply with federal, state and local laws concerning the possession and use of alcoholic beverages and drugs. The consumption of alcoholic beverages by persons under the age of 21 and the furnishing of alcohol to an individual under 21 are violations of state law. The possession, use or distribution of illegal drugs or substances used for illicit purposes on campus will be subject to disciplinary action by the University. They may also constitute a violation of law that can result or fines or imprisonment by federal, state or local authorities. Sanctions are outlined below.

Possible sanctions for public consumption and/or possession of an alcoholic beverage by persons under 21 and the furnishing of alcohol to persons under 21 include, but are not limited to:

- First violation:
  - Formal reprimand/warning.
  - Educational Alcohol Program.
  - Fine up to \$60 or restitution hours up to six.
- Second violation:
  - Disciplinary probation for one year or two semesters.
  - Parental notification.
  - Educational Alcohol Program with Reflection and Counseling.
  - Fine up to \$120 or restitution hours up to sixteen.
- Third violation:
  - Suspension for at least one semester beyond incident.
  - Parental notification.
  - Referral to alcohol assessment and rehabilitation.

Possession, use, or distribution of drugs other than marijuana will result in suspension or expulsion from the University. Possible sanctions for possession of marijuana and/or paraphernalia, use of marijuana, or distribution of marijuana include, but are not limited to:

- First violation:
  - Disciplinary probation until graduation or separation from the University.
  - Parental notification.

- Educational Drug Program with Reflection.
- Fine up to \$120 or restitution hours up to sixteen.
- Possible suspension.
- Second violation:
  - Suspension for two semesters after incident.
  - Parental notification.
  - Referral to drug assessment and counseling.

**11.2.12.2.** The use of alcoholic beverages on campus by students of legal age is permitted only in the privacy of their living quarters or at events or in locations specifically authorized. If all members of a room or suite are under the legal drinking age, no alcohol can be present in that room at any time. Residents cannot host open invitation or large private parties with alcoholic beverages. This policy specifically prohibits large quantities of alcohol and beer kegs on the campus. Open containers of alcoholic beverages are not permitted outdoors in public areas of the residence halls or elsewhere in campus buildings or on campus grounds, except where specifically authorized. Public areas include lounges, lobbies, study rooms, hallways, laundry/utility rooms and all courtyards, patios, grounds, sidewalks and parking lots. Possible sanctions for violating this policy include, but are not limited to:

- First violation:
  - Verbal warning.
  - Fine up to \$60 or restitution hours up to six.
- Second violation:
  - Formal reprimand/warning.
  - Fine up to \$120 or restitution hours up to sixteen.
- Third violation:
  - Disciplinary probation for one year or two semesters.
  - Parental notification.
  - Fine up to \$240 or restitution hours up to thirty-two.
- Possible suspension for one semester.
  - Fourth violation:
    - Suspension for at least one semester after incident.
    - Parental notification.
    - Referral to alcohol assessment, counseling and/or rehabilitation.

**11.2.12.3.** University guidelines that apply whenever alcoholic beverages are available at off-campus functions sponsored by student organizations include the following: the alcohol, which is available to those of legal drinking age who wish to drink, is provided only by or through the management of the establishment rented for the function, served only by licensed bartenders and sold at a reasonable price; alternative non-alcoholic beverages must be available in adequate supply; food or snacks should be served; a reasonable time limit to end the party should be set; sober and safe transportation should be provided to avoid anyone driving while intoxicated; any other effort or provision should be made by the host organization to control the function, encourage responsible conduct and monitor problems of intoxication to better ensure a safe, enjoyable party. Valid complaints of disruptive or unruly behavior, personal injury or damage to property arising from the use of alcohol may subject the organization and the individuals involved to disciplinary action. Possible sanctions for violating this policy include, but are not limited to:

- First violation:
  - Fine up to \$120.
  - Loss of organization's ability to host functions with alcohol for one full semester.
- Second violation:
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Loss of organization's ability to host functions with alcohol for two semesters and possible loss of host privileges for any functions for a prescribed period of time.
- Third violation:
  - Suspension of organization. Re-instatement of organization cannot be considered for at least one full semester beyond the incident.

**11.2.12.4.** Driving under the influence of alcohol or drugs on campus is a severe disciplinary matter. Students found driving under the influence may be suspended from the University for one or more semesters after the incident. At minimum, such students will have their driving privileges suspended on campus, and local police may be called to investigate alleged cases of driving under the influence. Campus safety reserves the right to question individuals driving on campus when there is cause to believe the driver to be under the influence. Campus safety has the right to ask those drivers entering campus to park their cars and walk if there is cause to believe that they are under the influence. Possible sanctions for violating this policy include, but are not limited to:

- First violation:
  - Disciplinary probation until graduation or separation from the University.
  - Parental notification.
  - Educational Alcohol Counseling.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Permanent loss of driving privileges until graduation or separation.
  - Possible suspension for at one or more regular (fall or spring) semesters after incident
- Second violation:
  - Suspension for at least one regular (fall or spring) semester after incident.
  - Parental notification.
  - Referral to alcohol assessment and rehabilitation.

**11.2.12.5.** Paraphernalia, equipment and other devices designed to increase the rate of consumption or intake of alcohol or illegal drugs such as bongs, funnels and kegs are prohibited from campus. Hookahs and other like devices designed for smoking tobacco are also prohibited. Possible sanctions for violating this policy include, but are not limited to:

- First violation:
  - Formal reprimand/warning.
  - Fine up to \$120 or restitution hours up to sixteen.
  - Drug paraphernalia: please see first violation for marijuana ([Sec. 11.2.12.1.](#)).
- Second violation:
  - Disciplinary probation for two semesters.
  - Parental notification.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Educational Alcohol/Drug Counseling.
  - Possible suspension.

- Third violation:
  - Suspension for one semester after incident.
  - Parental notification.
  - Referral to alcohol/drug assessment and counseling.

**11.2.12.6.** In addition to these policies, the University expects fraternities and sororities to follow the alcohol risk management policies outlined by their chapters and national offices. ([Back to ToC](#))

### **11.2.13. Medical Amnesty and Good Samaritan Policy**

It is in the best interest of students' welfare that persons who have alcohol or other drug-related emergencies be brought to the attention of medical personnel. Furthermore, Oglethorpe University recognizes that the potential for disciplinary action for these incidents may act as a barrier to students who would otherwise seek medical assistance themselves or for other students. It is for these reasons that the University maintains a medical amnesty (sometimes referred to as Good Samaritan) protocol. In these incidents, the primary concern is the well-being, health, and safety of students.

Under this policy, students seeking medical assistance during an alcohol or other drug-related emergency will not face formal disciplinary action by the office of campus life for the mere possession or use of alcohol or drugs. The sole reason for the student's intoxication being discovered by University personnel must be due to medical care being sought by the affected student. Additionally, student(s) or a student organization seeking medical assistance for another person during an alcohol or other drug-related emergency will not face formal conduct action for the mere possession or use of alcohol or drugs. Medical amnesty applies only to alcohol or other drug-related medical emergencies and students who seek medical amnesty may be held responsible for violating other policies, including but not limited to assault, property damage, or distribution of illicit substances. In cases where an individual or organization fails to seek emergency medical assistance when risk of harm is clearly indicated, formal disciplinary action may be taken against the individual(s) or organization.

In order to qualify for medical amnesty, the student must obtain medical attention at the time of the incident and must meet with a representative from the office of campus life within 5 days of the incident and agree to comply with the conditions set forth by the representative. Students and organizations that assist those in need may also have to meet certain conditions for medical amnesty. If these conditions are met, there will be no conduct case and the incident will not become part of the student's or organizational record. If the student or organization does not follow these stipulations, qualifications for medical amnesty are considered not met and the student or organization is subject to the conduct process as outlined in the code of student conduct. It is the expectation of the office of campus life that a student use the medical amnesty policy once; it is an opportunity for a student to learn from a mistake and avoid such mistakes in the future. Therefore, past the first incident, the availability of medical amnesty to the student is at the discretion of the office of campus life. Students and organizations that help others seek medical assistance are not limited to one use of the medical amnesty policy, as they should always feel empowered to help those in need.

It is important to be aware that Oglethorpe University enforces federal, state and local laws prohibiting the possession and use of alcoholic beverages and drugs. Medical amnesty applies only to the Oglethorpe University code of student conduct and does not in any way prohibit law enforcement personnel from enforcing federal, state, or local laws. ([Back to ToC](#))



### 11.3. Code of Student Conduct

#### A. Preamble

Oglethorpe University expects students to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in this University community. ([Back to ToC](#))

#### B. Violations of the Code of Conduct

Oglethorpe University considers the following behavior or attempts thereof by any student or student organization, whether acting alone or with any other persons or organizations, to be violations of the code of student conduct:

1. Physical harm or threat of physical harm to any person(s) or oneself including but not limited to assault, sexual abuse or other forms of physical abuse.
2. Harassment, whether physical or verbal, oral or written, which is beyond the bounds of protected free speech, directed at a specific individual(s), easily construed as “fighting words” and likely to cause an immediate breach of the peace.
3. Conduct which threatens the mental health, physical health or safety of any person or persons including hazing, drug or alcohol abuse and other forms of destructive behavior.
4. Intentional disruption or obstruction of lawful activities of the University or its members including their exercise of the right to assemble and to peacefully protest.
5. Theft of or damage to personal or University property or services or illegal possession or use of the same.
6. Forgery, alteration, fabrication or misuse of identification cards, keys, records, grades, diplomas, University documents or misrepresentation of any kind to a University office or official.
7. Unauthorized entry, use or occupation of University facilities that are locked, closed or otherwise restricted as to use.
8. Disorderly conduct including, but not limited to, public intoxication, excessive noise, lewd, indecent or obscene behavior, libel, slander or illegal gambling.
9. Illegal manufacture, purchase, sale, use, possession or distribution of alcohol, drugs or controlled substances, or any other violation of the Oglethorpe alcohol and drug policy ([Sec. 11.2.12.](#)).
10. Failure to comply with the lawful directives of University officials, including but not limited to, faculty, staff, resident assistants and campus safety, who are performing the duties of their office, especially as they are related to the maintenance of safety or security or during an investigation of the breach thereof.
11. Unauthorized possession or use of any weapon, including, but not limited to: knives, firearms, BB-guns, paint ball guns, air rifles, explosive devices, fireworks or any other dangerous, illegal or hazardous object or material, and improper use as a weapon of any otherwise-permitted object or material.
12. Interference with or misuse of fire alarms, smoke detectors, elevators or other safety and security equipment or programs.
13. Violation of any federal, state or local law, on- or off-campus, which has a negative impact on the well-being of Oglethorpe University or its individual members.
14. Violation of University policies, rules or regulations that are published herein or in other official University publications or agreements and on the University website.

Cases involving alleged honor code violations are handled according to procedures outlined in [Sec. 10.](#) of this *Bulletin*. Students are cautioned that a given incident may be a violation of the honor code, the code of student conduct, and even of federal, local or state laws. Such incidents may be adjudicated and result in sanctions from each of those bodies separately. ([Back to ToC](#))

### **C. Culpability**

Culpability is not diminished for acts in violation of this code that are committed in ignorance of the code or under the influence of alcohol, illegal drugs or improper use of controlled substances. ([Back to ToC](#))

### **D. Jurisdiction**

1. The University conduct system has jurisdiction over alleged violations of the code of student conduct by any student or student organization at Oglethorpe University. The conduct system has jurisdiction over any alleged misconduct that occurs on property owned or controlled by or adjacent to the University and at events sponsored by the University and its members and at off-campus locations where the alleged misconduct is significant enough to impact the well-being of the University and/or its students.
2. University judicial proceedings are administrative in nature and operate independently of criminal and/or civil proceedings. While some alleged violations of the code of student conduct are also violations of federal, state and local law and/or the honor code, the University reserves the right to address these issues through its own conduct system. It will be up to the University to decide whether or not these alleged violations will be reported to external authorities. In cases where a criminal case is likely, the University may delay the conduct process pending the outcome of the criminal proceedings.
3. The term "student" includes all persons taking courses at Oglethorpe University, either full- or part-time, pursuing undergraduate, graduate or professional studies. The term also includes persons taking courses in either the TU or EDP programs. Persons who withdraw from the University after allegedly violating the code of student conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students" as are persons who are living in campus residence halls, although not enrolled at this institution.
4. Students are expected to follow the code of student conduct and the procedures used to enforce the code of student conduct as a condition of their enrollment at Oglethorpe University.
5. Students or student organizations may be placed on interim suspension by the dean of students prior to the commencement of and during official conduct proceedings. This decision will be made by the dean on determination that the safety and well-being of the University community is at risk. Students on interim suspension are prohibited from being on-campus.
6. A student may be placed on interim suspension from the residence halls by the director of residence life prior to the commencement of and during official conduct proceedings. The decision will be made on determination that the safety and well-being of the student and/or University community is at risk. ([Back to ToC](#))

## **E. Hearings**

1. A student who is accused of allegedly violating the code of student conduct may have his or her case heard administratively. This hearing will be conducted by the chief conduct officer or a designee, depending on the nature of the alleged violation.
2. While most alleged violations will be handled informally, the chief conduct officer may choose to forward the alleged violation directly to a conduct board for formal resolution.
3. The purpose of the hearing will be to determine and/or verify the facts surrounding the act(s) or incident(s) that led to the alleged violation, to determine whether or not the respondent is responsible and to decide on an appropriate resolution. The respondent (accused student or organization) will have the right to hear the evidence presented and to present evidence on their own behalf.
4. During the administrative hearing the respondent will hear the charges and a reasonable sanction if the allegations were proven to be true. If the respondent accepts responsibility and all parties agree to the sanction, the resolution will be confirmed in an official letter.
5. If the respondent denies the allegations or does not accept the proposed sanction the matter will then be forwarded to the conduct board for a formal resolution.
6. If the respondent fails to attend a scheduled hearing, the proceedings will take place and a decision will be rendered without his or her input.
7. All hearings will take place in private and the proceedings will be limited to those persons permitted in these procedures.
8. During a hearing, the respondent may have a member of the University community present as an advisor. The respondent is responsible for presenting his or her own information and therefore advisors are not permitted to speak or participate directly in the proceedings.
9. During a hearing, witnesses for both parties may be called to present testimony in person or they may submit testimony in writing. Witnesses may only present information in response to questions posed by the conduct board or chief conduct officer during a hearing. Names of witnesses must be presented to the chief conduct officer at least two business days prior to the hearing.
10. Complainants (and other witnesses) should be present during a formal conduct board hearing to present information and answer questions from the conduct board. The chief conduct officer may make accommodations for the complainant to present testimony to the conduct board apart from the respondent, if concerns exist for the safety, well-being and/or fears for confrontation of the complainant. The decision to provide such accommodations will be made at the sole discretion of the chief conduct officer.
11. The proceedings of hearings may not be recorded electronically or by other means by the respondent. ([Back to ToC](#))

## **F. Student Judicial System**

This system addresses student discipline matters not addressed by any policy, procedure or regulation of the University (except the honor code; students are cautioned that a given act may be a violation of both the code of student conduct and the honor code) which may have its own specific policy or procedure for investigating, adjudicating and/or appealing its alleged violations. Under the current system, the director of residence life has the primary role in overseeing student discipline and student conduct procedures, although time and circumstance may necessitate the direct involvement of the dean of students.

Most routine matters of student conduct are handled by the director of residence life in his/her role as chief conduct officer. Cases may be referred to the student judicial board or (in complex cases or those involving sexual misconduct) to the faculty-staff judicial board. These boards, following written notification of at least forty-eight (48) hours to the student involved, meet with the students and witnesses involved in the conduct case. The board recommends to the dean of students a range of penalties including, but not limited to, fines, assigned restitution hours, oral or written reprimands, social or disciplinary probation, suspension, or expulsion. The dean of students may seek the counsel and advice of the faculty-staff judicial board in any case. At the dean's discretion, original jurisdiction may be exercised by the chief conduct officer.

All aspects of students' educational records can be used in board proceedings, including but not limited to: violations of code of conduct, residential incident reports, honor code violations, academic warnings, parking and traffic violations and other educational records.

### Penalties

Whether acting alone or with the recommendations of the conduct officer or judicial boards, the dean of students has discretion in handing down and administering sanctions for violations of University policies and expectations.

In addition to the specified, impermissible behavior, conduct which includes, but is not limited to, the following categories may also be dealt with by the chief conduct officer, judicial board or dean of students: disturbing the peace; creating a danger to the safety of self or others; disrespect; assault; damaging (or attempting to damage) the personal property of others; falsifying reports of an emergency; falsifying or misusing University records; misuse and/or abuse of communications systems, such as e-mail, internet, and voice-mail; indecent and obscene conduct; unauthorized entry into University or other's property; and sexual harassment and misconduct, lying, cheating or stealing. While away from our campus, students should observe the regulations of communities in which they are visiting. Students involved in misconduct (on- or off-campus) that leads to an arrest or citation may also be subject to penalties by the University. Particularly, see [Sec. 2.6.3.4](#).

Where penalties for particular misbehaviors are specified, the conduct officer, judicial boards and dean of students are guided by the specified sanctions, though discretion remains available to the dean of students to impose penalties he/she deems appropriate.

1. The student judicial board (SJB) is comprised of seven members selected from applications from a pool of qualified student applicants. The composition of the board includes one student from the sophomore, junior, and senior classes, two students representing the first-year class (one may be a transfer), two students representing the IFC and PanHellenic Council, and a student with responsibilities on the RHA (residence hall association). The chief conduct officer and dean of students are responsible for the selection the board. A quorum of at least three students will serve at each hearing.
2. The SJB will hear cases for the following conditions:
  - a. The respondent has not accepted responsibility for the alleged violation.
  - b. The chief conduct officer decides that he or she cannot determine an outcome during an administrative hearing or that the violations are of a serious degree, multiple in number or unusual in nature.

3. The SJB may hear any case of alleged violation of the code of student conduct filed against a student or student organization. The SJB may suggest sanctions up to and including suspension or expulsion from the University. The dean of students must review and decide on any suspension or expulsion recommendations. The SJB also has the ability to design sanctions that are educational in nature and related to the facts of the case.
4. The Faculty-Staff Judicial Board (FSJB) is comprised of at least three members of the faculty and staff organized by the chief conduct officer. ([Back to ToC](#))

## **G. Conduct Procedures**

1. Any member of the University community may file charges against a student or organization for violations of the code of student conduct. The charge shall be made in writing and directed to the chief conduct officer.
2. The chief conduct officer will determine whether or not enough information exists to pursue the matter through the University conduct process.
3. If the matter is to be pursued, written notification will be sent to the accused student or president of the organization notifying him or her of the complaint, the charges alleged and a brief outline of the alleged facts which support the complaint.
4. The notification will also include the date, time and location of the administrative hearing which will be held to discuss the complaint and to determine an outcome.
5. During the administrative hearing the student or organization president will have the following options:
  - a. Accepting responsibility and agreeing to a sanction via an informal resolution;
  - b. Not accepting responsibility or agreeing to an informal resolution and a conduct hearing is scheduled;
  - c. Disciplinary withdrawal, wherein a student withdraws from Oglethorpe University rather than face further disciplinary action. In order to be re-admitted, the student must face the charges as well as apply for readmission.
6. If an informal resolution is agreed to by the respondent and the conduct officer, the student is notified in writing of the outcome which will include the details of any sanctions that have been assigned.
7. If a hearing is warranted, written notification will be sent to the involved parties with date, time and location of the hearing as well as the charges and a brief statement of the facts upon which the charges are based.
8. Written confirmation of the judicial board's recommendation and dean of student's confirmation is available for the appropriate persons with five business days of the hearing.
9. Either party may appeal the decision of the judicial board to the dean of students, in writing, within 24 hours of the decision. There are no appeals for informal resolutions.
10. University conduct procedures are administrative rather than criminal in nature. Rule of evidence and the criminal standard of proof do not apply. Hearsay is permissible. The burden of proof will rest with the complainant and determination of responsibility will be based on the preponderance of the evidence. ([Back to ToC](#))

## **H. Sanctions**

Sanctions imposed in response to a conduct hearing are considered official actions of Oglethorpe University. Failure to comply with the sanctions that are imposed as part of the conduct process may

result in suspension, expulsion or non-academic withdrawal from the University without benefit of further consultation. The following sanctions or any combination thereof may be applied to any individual student, group of students or student organization for violations of the code of student conduct and related University policies:

1. Verbal warning: The student shall be warned verbally by the chief conduct officer or a designee that he or she has violated the code of student conduct and that subsequent misconduct may result in more serious disciplinary action. No further action is taken at this point and no entry is made in the student's disciplinary file.
2. Formal reprimand/written warning: The student receives a formal reprimand in writing that he or she has violated the code of student conduct and that subsequent misconduct may lead to a more serious disciplinary action. A formal reprimand will remain active in a student's or student organization's disciplinary file for one calendar year.
3. Fine: A monetary sanction (students may choose to work off the amount of a fine by making arrangements to do with the chief conduct officer or a designee). Monetary compensation for damage to persons or property will generally comprise of 150% of the cost of the damage.
4. Restitution: Campus restitution hours are intended to benefit the individual and the campus (such as working in a campus office or completing an assigned project). Hours must be completed with an Oglethorpe University office or organization unless pre-approved by the chief conduct officer or a designee. If a student does not complete the assigned restitution hours by the required date, hours may be increased, a fine may be assessed, and/or student may be additionally charged with failure to comply.
5. Education and/or counseling: A student may be required to attend an intake session with the counseling center to address issues related to the violation of campus policies. Other educational assessment and projects may be assigned as well.
6. Restrictions: These include sanctions imposed that are appropriate for the offense. The imposition of a restriction(s) carries a time frame for and may take the form of revocation of the privilege to:
  - a. Hold an office in a campus organization.
  - b. Participate in extracurricular activities.
  - c. Have visitation rights.
  - d. Have a motor vehicle on-campus.
  - e. Represent the University in intercollegiate athletics or other public events.
  - f. Initiate contact with specific members of the campus community.
7. Parental notification: Verbal or in-person notification of conduct concerns and sanctions to a parent or legal guardian. This may be over the phone or in a meeting. Notification may also be a letter written by the student and sent to parents or legal guardians informing them of disciplinary action. This letter is reviewed and forwarded by the chief conduct officer or a designee and kept on file.
8. Probation: A student or student organization placed on probation is no longer considered in "good standing" with the University. Probationary status signifies that the student's or organization's behavior has been deemed unacceptable by the University community. The primary purpose of probation is to restrict privileges and to determine whether or not the student or organization is suitable to remain a member of the campus community. Students or organizations on probation may be subjected to certain conditions which may include but are not limited to fines, restitution, community service, revocation of privileges and other educational sanctions. Students placed on probation shall remain on probation for a time period set by the conduct board or chief conduct

officer. The types of probation being referenced here are quite different from academic probation (see [Sec. 5.23.2.2.](#)), and include:

- a. Social probation: This status is applied as a result of a breach of specific social regulations. Its primary effect is to suspend a privilege related to the nature of the offense and/or restrict access to specific campus facilities or programs.
  - b. Residential probation: This status indicates that a student is no longer in good standing within the University residential living program and is at risk of being suspended from the residence halls on campus.
  - c. Disciplinary probation: This action signifies a serious violation of the community standards of Oglethorpe University and that the student or student organization is at serious risk for suspension or expulsion from the University. The student or organization is permitted to remain enrolled or to remain recognized at the University but under certain conditions.
9. Residential suspension: This status indicates that a student is not eligible to live in or visit the residential facilities on campus. It may be permanent or for a specific amount of time and may be applied generally or to specific facilities.
  10. Interim suspension: This action, initiated by the dean of students, is a temporary suspension of certain rights and privileges while a conduct case is pending. Interim suspension may be broad and all inclusive or may be restricted to a specific location and/or function and is based on the determination that the safety and well-being of the campus community or specific persons are at risk. A student who is facing criminal charges in an external judicial system may also be placed on interim suspension pending the outcome.
  11. Suspension: A suspended student or student organization is prohibited from any presence or activity on University owned or controlled property.
  12. Expulsion: Please see [Sec. 5.25.4.](#) for details concerning expulsion. This is the most severe form of disciplinary action the University conduct system can impose.
  13. Non-Academic Withdrawal: Please see [Sec. 5.25.2.](#) for details concerning non-academic withdrawal. ([Back to ToC](#))

#### **I. Appeals**

1. Decisions of the conduct board may be appealed in writing, to the dean of students, within 24 hours of the written decision being sent to the appropriate party/parties.
2. There are no appeals granted for decisions made during an administrative hearing.
3. Appeals must be based on one or more of the following:
  - a. Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing.
  - b. Excessive or inappropriate sanctions that have no reasonable relationship to the charges.
  - c. New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have a detrimental impact of the outcome of the hearing. ([Back to ToC](#))

#### **11.4. Conduct Good Standing**

To be in conduct good standing with Oglethorpe University means all of the following:

- The student has no un-adjudicated honor code or code of student conduct charges.
- If the student has ever been found liable of an honor code or code of student conduct charge then the student has complied with all assigned sanctions—completely, courteously and in a timely manner.

- The student is not in the process of serving (nor has the student been notified that, in the future, he/she will be required to serve) any of the following sanctions: restriction(s), social probation, residential probation, disciplinary probation, residential suspension, interim suspension, suspension, expulsion or non-academic withdrawal.

A student cannot possibly ever again achieve conduct good standing if:

- The student is forced to leave Oglethorpe University (through interim suspension, suspension, expulsion or non-academic withdrawal) and then the student never subsequently returns to Oglethorpe; or
- The student voluntarily leaves Oglethorpe University after having been notified of pending honor code or code of student conduct charges (and prior to complete adjudication of such charges) and then the student never subsequently returns to Oglethorpe. ([Back to ToC](#))



## 12. Course Listing

### ACC (Accounting)

#### **ACC 200 Independent Study in Accounting (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see the Independent Study Policy ([Sec. 5.15.](#)).

#### **ACC 230 Financial Accounting (4 hours)**

This course is a study of generally accepted accounting principles (GAAP) and other accounting concepts with emphasis on their application in the financial statements of business enterprises. The measurement and reporting of assets, liabilities and owners' equity is stressed, along with the related measurement and reporting of revenue, expense and cash flow. Prerequisite: Second semester freshman standing or above or approval of the instructor.

#### **ACC 231 Managerial Accounting (4 hours)**

This course is a study of the use of accounting information by managers and decision makers within an economic enterprise. Cost analysis for purposes of planning and control is emphasized. Prerequisite: ACC 230.

#### **ACC 290 Special Topics in Accounting (1-4 hours)**

An intense study of diverse accounting topics under the direct supervision of an accounting faculty member. Prerequisite: See individual course listing in the current semester course schedule.

#### **ACC 332 Intermediate Accounting I (4 hours)**

This course covers financial accounting topics at an intermediate level. The topics covered are similar to Financial Accounting but in greater depth. The standards promulgated by the Financial Accounting Standards Board are considered and evaluated. The preparation and the theoretical foundations of the financial statements are emphasized. Prerequisite: ACC 231.

#### **ACC 333 Intermediate Accounting II (4 hours)**

This course is a continuation of Intermediate Accounting I with emphasis on advanced topics such as dilutive securities, investments, capitalized leases, pension costs, inter-period income tax allocation and accounting changes and errors, and the statement of cash flows. Prerequisite: ACC 332.

#### **ACC 334 Cost and Managerial Accounting (4 hours)**

This course is a more advanced study of the accounting information required for the managerial activities covered in ACC 231. The course includes the study of the analytical techniques and methodologies used to generate accounting information and the managerial use of accounting information. The topics covered include profitability analysis, cost allocation, inventory management, budgeting, relevant cost analysis, performance evaluation and pricing decisions. Prerequisite: ACC 231.

**ACC 335 Income Tax Accounting: Individuals (4 hours)**

This course provides an overview of the federal income tax system primarily as it relates to individuals. The study of the federal tax law provides the necessary tax background for a variety of accounting, financial and managerial careers. Prerequisite: ACC 231.

**ACC 336 Income Tax Accounting: Corporations, Partnerships, Estates and Trusts (4 hours)**

This course is a study of the federal income tax laws and related accounting problems of corporations and partnerships, with some consideration of estates and trusts. Consideration will be given to the role of taxation in business planning and decision making and the interrelationships and differences between financial accounting and tax accounting. Prerequisite: ACC 335.

**ACC 400 Advanced Independent Study in Accounting (1-4 hours)**

This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see the Independent Study Policy ([Sec. 5.15.](#)).

**ACC 434 Internship in Accounting (1- 12 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to interview and secure an internship opportunity with an accounting firm, obtain a faculty supervisor in the relevant field of study, submit a learning agreement and have the learning agreement accepted by the Experiential Education Committee. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and be qualified for the internship program.

**ACC 435 Advanced Accounting (4 hours)**

This course is a study of advanced accounting concepts. Topics covered include the methods of accounting for business combinations including the equity method and consolidated financial statements, as well as issues that arise regarding outside ownership and intercompany transactions. Other topics covered include foreign currency transactions, partnership formation, operation, and termination, and a brief introduction to accounting for state and local governments. Prerequisite: ACC 333.

**ACC 436 Accounting Control Systems (4 hours)**

This course is an in-depth study of the application of information systems concepts to the accounting environment. Emphasis is on the processing of data in a computerized environment as well as the controls that are necessary to assure accuracy and reliability of the data processed by an accounting system. Practical implications of accounting information system design and implementation will be investigated through the use of cases and projects. Prerequisites: ACC 231 and CSC 101.

**ACC 437 Auditing (4 hours)**

This course is a study of auditing standards and procedures, including the use of statistical and other quantitative techniques and preparation of audit working papers, reports and financial statements. Emphasis is placed upon the auditing programs and substantive testing. Prerequisite: ACC 333.

**ACC 438 Accounting Theory (4 hours)**

This course covers the principles and concepts of accounting at an advanced theoretical level. The emphasis is on critical analysis of the ideas on which accounting practice is based along with an appreciation for the intellectual foundations for those ideas. Prerequisite: ACC 333.

**ACC 490 Advanced Special Topics in Accounting (1-4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**ART (Art, Art History, Studio Art)****ART 101 Introduction to Drawing (4 hours)**

This course is an introductory-level studio course which will focus on mastering the fundamentals of drawing. Working from observation in line and value, students will develop an understanding of form and shape; volume and flatness; spatial relationships; the basics of perspective and composition; the materials and techniques of drawing.

**ART 102 Introduction to Painting (4 hours)**

This course is an introductory-level studio course which will focus on understanding and mastering the fundamentals of painting. Working from observation, this includes developing an understanding of color and color relationship; form and shape; volume and flatness; the basics of composition; the materials and techniques of oil painting.

**ART 103 Introduction to Figure Sculpture (4 hours)**

Working from the life model, students will convey their understanding of the human form in clay. Planar structure, volume, proportion and major anatomical landmarks will be covered.

**ART 104 Introduction to Printmaking (4 hours)**

Introduction to Printmaking is an introductory-level studio course that will use the medium of printmaking as a vehicle for exploring visual language. Students will undertake formal and thematic design problems via the mediums of relief, dry point and lithographic printmaking approaches. Offered every spring. Lab fee.

**ART 105 Video Production (4 hours)**

This course will introduce students to the techniques and tools of basic video production. Students will learn to think visually and consider lighting, color, composition and movement as they relate to production. The importance of sound and how the audible and the visual components support and complement each other will be considered. Students will have the opportunity to work with video editing software. This course is also cross listed as CRS 115.

**ART 109 Introduction to Photography (4 hours)**

Laboratory exercises, in-class lectures, critiques and assignments are designed to develop an understanding of all aspects of traditional black and white photography, including composition and self-expression. Emphasis will be on development of technical skills and aesthetic direction in photography. Prerequisite: A fully manual camera, to be brought to the first class meeting.

**ART 110 Ways of Seeing (4 hours)**

This course systematically breaks down the vocabularies of art to their component elements, studying how these elements work together to form visual language. Problems in color and composition will be undertaken in a variety of media, including ink, acrylic and photography.

**ART 111 Anatomy for the Artist and Figure Drawing (4 hours)**

This course focuses on both the scientific and the aesthetic exploration of the human body. Drawing from the life model, students will study form and function of the skeletal and muscular systems, along with proportion and surface landmarks. A variety of approaches to drawing and drawing materials will be covered.

**ART 115 Introduction to Digital Photography (4 hours)**

This course is an introductory-level studio course which will approach digital photography as a fine art medium. The course will teach technical proficiency with digital cameras and Adobe Photoshop; expose students to traditional and digital photography via lectures, gallery/museum trips and research; and explore visual expression of ideas through the use of the photographic digital medium with a conceptual emphasis. No prior experience with photography, Adobe Photoshop or with digital cameras is required. Students may use either a digital or regular 35mm camera. Offered every spring. Lab fee.

**ART 200 Independent Study in Art History (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**ART 201 Intermediate Drawing (4 hours)**

This course explores drawing as a tool for perception and a means of self-expression. Students will undertake advanced problems in drawing which build upon concepts and techniques covered in Introduction to Drawing. These include problems involving the surface of the picture plane and the ground plane, arrangements of elements in static and dynamic compositions and value pattern. Prerequisite: ART 101 or ART 111.

**ART 202 Intermediate Painting (4 hours)**

Students will build upon experiences in Introduction to Painting and undertake more complex formal and personal issues in their work. They will be expected to master a wide range of visual vocabularies and approach painting from a variety of aesthetic points of view. Imagery, realism, abstraction, expressionism and narration will be explored as students begin to develop individual direction in their own work. Prerequisite: ART 102.

**ART 203 Intermediate Figure Sculpture (4 hours)**

Working from the life model, this level of sculpture builds upon conceptual and perceptual skills honed in Introduction to Figure Sculpture. Students are expected to approach sculpting the human form from a variety of aesthetic points of view, including realism, abstraction and expressionism. Prerequisite: ART 103.

**ART 204 Intermediate Printmaking (4 hours)**

Intermediate Printmaking is an intermediate-level studio course which will build upon printmaking approaches studied in Introduction to Printmaking. It will explore new vocabularies, including monotype, reverse relief, chin

collé, photocopy lithography and collagraphy. Students will work in series format exploring advanced themes and design problems. Offered every spring. Prerequisite: ART 104. Lab fee.

**ART 205 Documentary Filmmaking (4 hours)**

This course covers the theory and practice of planning and executing public affairs, informational and cultural documentary programs. Students will be introduced to short-form and long-form documentaries, emphasizing the technical and aesthetic aspects of documentary filmmaking using video production techniques. Production projects will be geared toward the development of proficiency in documentary planning, writing, production and post-production. Students will produce short documentaries using a combination of personal cameras and broadcast quality cameras and digital editing equipment. This course is also cross listed as CRS 215. Prerequisite: CRS 115 or ART 105, or permission of the instructor.

**ART 208 Independent Study in Studio Art (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**ART 260 Ancient Art History (4 hours)**

This course will cover the art and archaeology of the area around the Mediterranean Sea before the fall of Rome, commonly called the "ancient world." The course will examine the mythology and religion of each culture, using primary sources such as artifacts and ancient literature. Cultures covered will include Mesopotamia, Egypt, Bronze Age Crete, Greece and Rome. It is recommended that students take COR 104 before taking this course.

**ART 290 Special Topics in Studio Art (4 hours)**

Studio exercises, in-studio lectures, outside assignments and critiques are designed to develop a basic understanding of various media, including printmaking and various specialties of artists-in-residence. Prerequisite: See individual course listing in the current semester course schedule.

**ART 291 Special Topics in Art History (4 hours)**

An in-depth analysis of specific historical art periods will stress how major artists and trends were influenced by their times. Discussion of important events and ideas of significant individuals of the period will serve to provide the necessary background for a thorough comprehension of social and intellectual sources of art. It is recommended that students take COR 104 before taking this course.

**ART 300 Italian Renaissance Art History (4 hours)**

This course explores the paintings, sculpture and architecture of Italy from 1300 to 1650. Chronological in format, this course enables students to analyze and understand the principle styles, methods and contexts of Italian art and its intrinsic value in the study of European art. It is recommended that students take COR 104 before taking this course.

**ART 302 Advanced Painting (4 hours)**

Students will build upon prior experiences in Intermediate Painting and be guided to set parameters for individual inquiry in their work. Emphasis will be on personal imagery and control of formal issues to express the

students' ideas. Each student will be expected to develop ideas and themes in a cohesive body of work.

Prerequisite: ART 202.

### **ART 310 Northern Renaissance and Baroque Art History (4 hours)**

This course will cover the art of Northern Europe from the late Gothic through the Baroque period (the late 14th to the end of the 17th century). A range of media and styles will be explored such as illuminated manuscripts, architecture, printmaking and painting, including the work of Durer, Rembrandt and Vermeer. It is recommended that students take COR 104 before taking this course.

### **ART 320 18<sup>th</sup> and 19<sup>th</sup> Century European Art History (4 hours)**

This course focuses on the major artists and movements of the 18<sup>th</sup> and 19<sup>th</sup> centuries in Europe, beginning with the late Baroque and progressing through the Rococo, the Neoclassical, Romantic, Realist, Impressionist and the Pre-Raphaelite, as well as Expressionism and Art Nouveau Movements. Students will analyze the major paintings, architecture and sculpture of each period as reflections of the political, social and religious realities of the time. It is recommended that students take COR 104 before taking this course.

### **ART 330 Far Eastern Art History – India, China, Tibet and Japan (4 hours)**

This course will explore the paintings, sculpture and architecture of India, China, Tibet, Japan and other Eastern cultures. Chronological in format, this course will enable students to analyze and understand principle styles, methods and cultural contexts of Eastern art. This course will compare and contrast Eastern and Western approaches and attitudes toward art. It is recommended that students take COR 104 before taking this course.

### **ART 340 The Art of the Americas, Africa, Oceania and Others (4 hours)**

This course will look at how non-Western and often pre-technological people around the world use visual arts. How does their art express what is important to them? What does it share with Western art? Some anthropology findings and the idea of “the primitive” will be explored. Both living and extinct cultures will be studied. It is recommended that students take COR 104 before taking this course.

### **ART 350 Modern Art History (4 hours)**

This course will examine major movements in the visual arts from the end of the 19<sup>th</sup> century to the present, focusing primarily on Europe and America. The student will be expected to explore connections between visual culture and broader historical trends and be able to recognize, understand and discuss the important works of art of the 20th century. It is recommended that students take COR 104 before taking this course.

### **ART 400 Advanced Independent Study in Art History (1-4 hours)**

Supervised research on a selected topic in art history. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **ART 408 Advanced Independent Study in Studio Art (1-4 hours)**

Supervised studio art on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**ART 410 Internship in Art (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by Experiential Education Committee.

**ART 490 Advanced Special Topics in Studio (4 hours)**

This is an advanced level of Special Topics in Studio Art such as sculpture, photography, drawing, printmaking, etc.

**ART 491 Advanced Special Topics in Art History (4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**BIO (Biology)****BIO 101 General Biology I (5 hours)**

General Biology I, along with General Biology II, is an introduction to modern biology and considers the principles of the biological sciences from an integrated viewpoint. The general orientation of this course is toward the molecular and cellular basis of life. The specific topics covered are biochemistry, cell biology, genetics and evolution. Lecture and laboratory. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#) and [Sec. 5.4.2.](#)). BIO 101 must precede BIO 102 and it is recommended that the courses be completed in consecutive semesters. Students who are majoring in biology and biopsychology must earn a grade of "C-" or higher in BIO 101 before enrolling in BIO 102 or any other biology course.

**BIO 102 General Biology II (5 hours)**

General Biology II, along with General Biology I, is an introduction to modern biology and considers the principles of the biological sciences from an integrated viewpoint. The general orientation of this course is toward biological scales larger than the cell. Special topics covered include phylogeny, anatomy, physiology and ecology of plants and animals. Lecture and laboratory. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#) and [Sec. 5.4.2.](#)). BIO 101 must precede BIO 102 and it is recommended that the courses be completed in consecutive semesters. Students who are majoring in biology and biopsychology must earn a grade of "C-" or higher in BIO 101 before taking BIO 102 and must earn a grade of "C-" or higher in BIO 102 before enrolling in any other biology courses.

**BIO 200 Independent Study in Biology (1-5 hours)**

This course is supervised research in the primary literature. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor, the provost or associate provost and a grade of "C-" or higher in BIO 101 and BIO 102. The completed

application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **BIO 201 Genetics (5 hours)**

An introduction to the study of inheritance. Classical patterns of Mendelian inheritance are explored and related to modern molecular genetics, human genetic disorders, ethics and issues of conservation. Lecture and laboratory. Prerequisites: BIO 102 and CHM 102 (with laboratory, CHM 102L); a grade of "C-" or higher must be earned in both BIO 102 and CHM 102. Prerequisites or co-requisites: CHM 201 or permission from the instructor. Declared Biopsychology majors who have completed the BIO 102 and CHM 102 prerequisites and have taken, or plan to co-enroll in, PSY 209 will be granted permission to register for BIO 201.

### **BIO 202 Microbiology (5 hours)**

An introduction to the biology of viruses, archea, bacteria, algae and fungi. Consideration is given to phylogenetic relationships, taxonomy, physiology and economic or pathogenic significance of each group. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L) with a grade of "C-" or higher in each course.

### **BIO 215 Animal Behavior (5 hours)**

This course considers the function, development and evolution of animal behavior, including the physical and physiological bases of behavior, behavioral genetics, social behavior and behavioral ecology. The laboratory component applies the issues addressed in lecture in a hands-on interactive and field-oriented setting. An integrated speaker's series is part of the interactive intellectual environment cultivated by the course. Lecture and laboratory. Offered biennially. Prerequisites: BIO 102 and PSY 101. A grade of "C-" or higher must be earned in each of the prerequisite courses.

### **BIO 252 Biology Seminar (2 hours)**

This is a "capstone" course for biology majors. The two-part course is designed to introduce students to the mechanics and intellectual components of being a scientist. The first half introduces the process of researching, locating, interpreting and presenting information from the professional scientific literature. The second half cultivates the skills for framing, researching, preparing and presenting a formal public address on a topic of biological interest. Offered annually in the spring. Prerequisites: BIO 102, CHM 102 (with laboratory, CHM 102L); recommended for students with sophomore or junior standing.

### **BIO 280 Conservation Biology in Hawaii (4 hours)**

This course complements BIO 380 Conservation Biology by focusing on the rare and unique biodiversity of the Hawaiian Islands. It moves quickly from the basic goals and methods of Conservation Biology to their application to specific populations of terrestrial and marine species. The course is comprised of approximately four to five lectures/discussion during the fall semester, a 13-day trip to Hawaii between semesters, and a research paper to be completed during the spring semester. Prerequisites: Must be biology major, junior or senior standing and permission of the instructor. Seats in this class are limited. Students with the prerequisites and a "C-" or better in BIO 380 or BIO 423 may be granted permission to register before others.

### **BIO 290 Special Topics in Biology (1-5 hours)**

This course includes offerings of new courses and seminars and one-time courses and seminars on select biological topics. Prerequisite: See individual course listing in the current semester course schedule.



**BIO 301 Comparative Vertebrate Anatomy (5 hours)**

This course is an intensive study of the structural aspects of selected vertebrate types. These organisms are studied in relation to their evolution and development. The laboratory involves detailed examination of representative vertebrate specimens. Prerequisites: BIO 102, BIO 201, CHM 201 (with laboratory, CHM 201L). Junior or senior standing and co-registration in BIO 201 and CHM 201 (with laboratory, CHM 201L) may be acceptable with the permission of the instructor. A grade of "C-" or higher must be earned in each of the prerequisite courses.

**BIO 313 Developmental Biology (5 hours)**

This course deals with the dynamic developmental processes in animals that start at fertilization and continue through to the formation of an adult organism. Classical observations in embryology are combined with genetic, cellular and molecular practices to provide a comprehensive understanding of fundamental themes and pathways enabled during development. Course work will allow for students to extrapolate from various development models to the human condition. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates will be studied using both classical and molecular approaches. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L) with a grade of "C-" or higher in each course.

**BIO 317 Biochemistry (5 hours)**

As an introduction to the chemistry of living systems, this course will investigate the structures and functions of proteins, lipids and carbohydrates. Central metabolic pathways and enzyme reaction mechanisms also will be studied. Lecture and laboratory. Prerequisites: BIO 102, CHM 201 (with laboratory, CHM 201L), with a grade of "C-" or higher in each course; recommended prerequisite: CHM 310.

**BIO 320 Urban Ecology (5 hours)**

The science of Urban Ecology is more than the study of ecology in urban landscapes. It is the integration of natural and social sciences for greater understanding of the emergent phenomena that we call cities. This course describes the state of urban ecological knowledge and best practices for promoting and implementing sustainable development using lectures, readings, discussions, guest speakers, research, and labs. Most labs involve travel to many sites around Atlanta. Cross-listed as UEP 320. Prerequisite: At least sophomore standing.

**BIO 326 Vascular Plants (5 hours)**

The biology of vascular plants is considered at levels of organization ranging from the molecular through the ecological. Studies of anatomy and morphology are pursued in the laboratory and an independent project concerning plant hormones is required. Prerequisites: BIO 202, CHM 201 (with laboratory, CHM 201L). A grade of "C-" or higher must be earned in each of the prerequisite courses.

**BIO 380 Conservation Biology (5 hours)**

Conservation biology is an interdisciplinary science that attempts to protect and restore biodiversity by describing its spatial and temporal patterns, identifying its threats, and removing its threats. This course covers these goals, philosophies underlying the science, and relevant public policy with lectures, readings, exercises and research. Exercises and research typically involve travel around Atlanta and Georgia. Prerequisite: A grade of "C-" or higher in BIO 201, or concurrent enrollment in BIO 201, or permission of the instructor.

**BIO 400 Advanced Independent Study in Biology (1-5 hours)**

This course is supervised research on a selected project or paper with a student entering his or her final year of study in the major. To qualify, students must propose a topic that requires consultation and analysis of the primary scientific literature germane to the topic. Students enrolling in this course for more than 3 semester hours must propose original research that includes review of relevant primary literature, data collection in the field and/or lab, data analysis, and a formal research presentation. Prerequisite: 25 semester hours in biology, with a grade of "B-" or higher in each course; junior or senior standing and permission of the instructor. Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**BIO 402 Human Physiology (5 hours)**

This course is a detailed analysis of human functions that deals primarily with the interactions involved in the operation of complex human systems. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L). A grade of "C-" or higher must be earned in each of the prerequisite courses.

**BIO 414 Molecular Biology and Biotechnology (5 hours)**

This course is an introduction to the theory and practice of molecular bioscience. Topics covered include the principles and processes of molecular biology, DNA isolation and characterization, restriction enzyme analysis, cloning, construction and selection of recombinants made in vitro and preparation and analysis of gene libraries. Lecture and laboratory. Prerequisites: BIO 202, CHM 201, CHM 201L and BIO 317 with a grade of "C-" or higher in each course.

**BIO 416 Evolution (4 hours)**

This course covers the various biological disciplines and their meaning in an evolutionary context; also, a consideration of evolutionary mechanisms and the various theories concerning them. Prerequisites: A grade of "C-" or higher in BIO 201, a declared biology major, and junior or senior standing.

**BIO 418 Cell Biology (5 hours)**

This course is an in-depth consideration of cellular evolution, cellular ultra-structure and the molecular mechanisms of cell physiology. Students will practice techniques involving the culturing and preparation of cells and tissues for examination by fluorescence microscopy, biochemical analysis and cell behavioral assays. The course culminates with each student designing and executing an independent research project. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L) and one additional biology course at the 200-level or higher. A grade "C-" or higher must be earned in each of the prerequisite courses.

**BIO 423 Ecology (5 hours)**

This course investigates the features of the environment that dictate where an organism lives and what density its population can achieve. It takes a quantitative approach and uses a variety of model organisms (for example, salamanders and students) in lecture and lab. Laboratories involve considerable fieldwork and travel to sites around Atlanta and the Southeast. Prerequisites: A grade of "C-" or higher in BIO 201 and MAT 111, and junior or senior standing (or permission of the instructor).

**BIO 490 Advanced Special Topics in Biology (1-5 hours)**

This course includes offerings of advanced, new courses and seminars and advanced, one-time courses and seminars on select biological topics. Prerequisites: junior or senior standing and any additional requirements listed in the current semester course schedule.

**BIO 495 Internship in Biology (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every earned hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work must total at least five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Blue Heron Nature Preserve, Centers for Disease Control and Prevention, Georgia Aquarium, local health care facilities, Upper Chattahoochee Riverkeeper, veterinary clinics, Yerkes Regional Primate Center, Zoo Atlanta, etc. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

[\(Back to ToC\)](#)

**BUS (Business, Business Administration)****BUS 200 Independent Study in Business Administration (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**BUS 240 Business Law I (4 hours)**

This course provides an overview of the legal and ethical environment of business with special emphasis on the law of contracts, negotiable instruments, agency, sales and warranties, credit and secured transactions, intellectual property, business organizations, and on-line commerce. Cross-listed as ACC 240.

**BUS 241 Business Law II (4 hours)**

This course is a more in-depth study of current issues in the legal and ethical environment of business, including topics such as employment law, antitrust issues, and the social responsibility of business. Prerequisite: BUS 240 or ACC 240. Cross-listed as ACC 241.

**BUS 260 Principles of Management (4 hours)**

This course is an introduction to the principles of management and administration. It includes the study of leadership, conflict resolution, decision making and the general functions of management in large and small organizations. Students will use computers extensively to do active research and will learn spreadsheet and graphical tools to aid in the development of their decision-making skills.

**BUS 290 Special Topics in Business Administration (1-4 hours)**

An intense study of diverse business topics under the direct supervision of a business administration faculty member. Prerequisite: See individual course listing in the current semester course schedule.

**BUS 310 Corporate Finance (4 hours)**

This course is a study of the basic principles of organizational finance and its relation to other aspects of business management and to the economic environment within which the firm operates. Attention is given to basic financial concepts, techniques of financial analysis, sources of funding, asset management, capital budgeting, capital structure, cost of capital, time value of money and financial decision making under conditions of uncertainty. Prerequisites: ACC 231, MAT 111, and math requirement for Business majors.

**BUS 350 Marketing (4 hours)**

This course is concerned with the policies and problems involved in the operation of market institutions. It will examine broad principles and concepts involved in the operation of market planning, market segmentation, consumer behavior, product management and pricing, distribution and promotion of goods and services. Aspects of global marketing, current marketing topics and ethical and social responsibility issues in marketing are addressed. Prerequisite: Junior standing.

**BUS 351 Retailing (4 hours)**

This course is designed to acquaint the student with one aspect of the marketing activity of distribution known as retailing. The course will involve looking at all the activities necessary to sell goods and services to the final consumer. This will include an examination of such retail topics as consumer markets and behavior, retail site location, retail store operations and management, pricing and communication decisions, merchandising, decision analysis and evaluation and the regulatory, technological and ethical environments in which retailing operates. Prerequisite: BUS 350.

**BUS 352 Marketing Communications (4 hours)**

Principles, concepts and practices relating to the various kinds of communications employed to disseminate information about products and services to potential buyers are topics in this course. Communication methods to be studied include advertising, personal selling, sales promotion and public relations. The behavioral aspects of both messages and media will be explored. Prerequisite: BUS 350.

**BUS 362 Human Resources Management (4 hours)**

In this course students will explore the perspectives and challenges of Human Resources Management (HRM) within the context of the emerging global economy. The class will look at traditional HRM topics such as selection and compensation and also at how students can manage their own human resource potential. Prerequisite: BUS 260.

**BUS 370 International Business (4 hours)**

This course is designed to acquaint the student with the problems encountered in conducting business outside one's own country and to provide a basis for evaluating the impact on business activities of changing economic, political and cultural factors. Cases will be used throughout the course to give the student experience with the problems and advantages of doing business across national frontiers. A cultural diversity simulation game also will be used. Prerequisite: BUS 260.

**BUS 382 Management-Labor Relations (4 hours)**

This course will explore the dynamic relationship between management and organized labor. The major topics to be covered include the history of the American labor movement, labor legislation, collective bargaining, grievance procedures, arbitration and unionization in the public sector. Prerequisite: BUS 260.

**BUS 400 Advanced Independent Study in Business Administration (1-4 hours)**

Supervised research on a selected topic in business administration. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**BUS 410 Advanced Corporate Finance (4 hours)**

As a continuation of Corporate Finance, topics in this course will include capital budgeting, intermediate and long-term funding, current asset management, working capital management and dividend policy. Case studies will be used to emphasize actual business situations and to focus on the comprehensive financial management of the firm. Prerequisite: BUS 310.

**BUS 411 Investments (4 hours)**

This course is an introduction to the environment in which investment decisions are made. Topics explored will include efficient markets, the capital asset pricing model, term structure of interest rates, risk versus return and performance measures. Although the emphasis will be on stocks and bonds, other investments will be discussed. Prerequisite: BUS 310.

**BUS 419 Management Science (4 hours)**

This course is an introduction to operations research, model building, optimization, linear programming, inventory models and simulation. Major techniques and models of quantitative analysis as applied to business are studied. Prerequisites: CSC 101, MAT 111 and math requirement for Business majors.

**BUS 450 Consumer Behavior (4 hours)**

This course is designed to develop and enhance an understanding of how and why individuals, groups and organizations select, secure, use and dispose of products and the impact this has on consumers and society. The course is interdisciplinary, drawing upon the fields of economics, marketing, psychology and sociology. Ethical, legal and international aspects of consumer behavior are explored in the course. Prerequisite: BUS 350.

**BUS 451 Direct and Interactive Marketing (4 hours)**

This course is designed to introduce the student to the specialized field of interactive marketing which uses all media to affect a measurable consumer response. Topics to be explored include direct marketing planning, mailing lists and databases, media selection, techniques for creating and producing direct response campaigns, internet marketing and managing the interactive marketing operation. Prerequisite: BUS 350.

**BUS 456 Marketing Research (4 hours)**

This course is designed to explore topics such as the types of research, the research process, research design, sampling procedures, data collection methods, data analysis and preparation and presentation of research findings. A research project and presentation of findings is usually required in the course. Prerequisites: BUS 350, CSC 101, and MAT 111.

**BUS 462 Recruitment and Selection (4 hours)**

This course will present the information needed to develop and implement an effective employee selection program. Topics include selection measures such as predictors (background information, interviews and tests), criteria (work sample data, personnel data, etc.), validity and reliability of measures, job analysis techniques and selection instruments including weighted application blanks, interviews, ability tests, personality assessment and the performance tests. Legal and ethical issues are discussed throughout. Prerequisite: BUS 362.

**BUS 469 Strategic Management (4 hours)**

This course is the capstone integration course for the business program. Students learn integrative thinking skills and strategic management tools through both the reading of conceptual work and the extensive use of the case studies. This course must be taken in residence in order to fulfill the requirements for a degree in this major. Prerequisites: BUS 240, BUS 260, BUS 310, BUS 350, ACC 230, ACC 231.

**BUS 490 Advanced Special Topics in Business Administration (1-4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**BUS 495 Internship in Business Administration (4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

[\(Back to ToC\)](#)

**CHM (Chemistry)****CHM 101 General Chemistry I (4 hours)**

General Chemistry I is the first semester of a two-semester course sequence. This two-semester sequence is an introduction to the fundamental principles of chemistry, including a study of the theories of the structure of atoms and molecules and the nature of the chemical bond; the properties of gases, liquids and solids; the rates and energetics of chemical reactions; the properties of solutions; chemical equilibria; electro-chemistry and the chemical behavior of representative elements. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#) and [Sec. 5.4.2.](#)). Co-requisite: CHM 101L. A grade of "C-" or higher must be earned in CHM 101 before taking CHM 102.

**CHM 101L General Chemistry Laboratory I (1 hour)**

The laboratory course is designed to complement General Chemistry I. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Co-requisite: CHM 101.

**CHM 102 General Chemistry II (4 hours)**

General Chemistry II is the second semester of a two-semester course sequence. This two-semester sequence is an introduction to the fundamental principles of chemistry, including a study of the theories of the structure of atoms and molecules and the nature of the chemical bond; the properties of gases, liquids and solids; the rates and energetics of chemical reactions; the properties of solutions; chemical equilibria; electro-chemistry and the chemical behavior of representative elements. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#) and [Sec. 5.4.2.](#)); and CHM 101 and CHM 101L with a grade of "C-" or higher. Co-requisite: CHM 102L.

**CHM 102L General Chemistry Laboratory II (1 hour)**

The laboratory course is designed to complement General Chemistry II. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Co-requisite: CHM 102.

**CHM 200 Independent Study in Chemistry (1-5 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**CHM 201 Organic Chemistry I (4 hours)**

Organic Chemistry I is the first semester of a two-semester course sequence. This two-semester sequence is an introductory course in the principles and theories of organic chemistry. The structure, preparation and reactions of various functional groups will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisite: CHM 102 and CHM 102L with a grade of "C-" or higher. Co-requisite: CHM 201L. A grade of "C-" or higher must be earned in CHM 201 before taking CHM 202.

**CHM 201L Organic Chemistry Laboratory I (1 hour)**

The laboratory course is designed to complement Organic Chemistry I. Various techniques, such as distillation, extraction and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Co-requisite: CHM 201.

**CHM 202 Organic Chemistry II (4 hours)**

Organic Chemistry II is the second semester of a two-semester course sequence. This two-semester sequence is an introductory course in the principles and theories of organic chemistry. The structure, preparation and reactions of various functional groups will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisites: CHM 201 and CHM 201L with a grade of "C-" or higher. Co-requisite: CHM 202L.

**CHM 202L Organic Chemistry Laboratory II (1 hour)**

The laboratory course is designed to complement Organic Chemistry II. Various techniques, such as distillation, extraction and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Co-requisite: CHM 202.

**CHM 290 Special Topics in Chemistry (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**CHM 301, CHM 302 Physical Chemistry I, II (4 hours each)**

A systematic study of the foundations of chemistry. Particular attention is paid to thermodynamics, including characterization of gases, liquids, solids and solutions of electrolytes and nonelectrolytes; the First, Second and Third Laws; spontaneity and equilibrium; phase diagrams and one- and two-component systems; electrochemistry; an introduction to the kinetic theory and statistical mechanics. Additionally, both phenomenological and mechanistic kinetics are presented, as is a brief introduction to quantum mechanics. Prerequisites: MAT 233, CHM 202 and PHY 102 with a grade of "C-" or higher in each course. Co-requisites: CHM 301L, CHM 302L.

**CHM 301L, CHM 302L Physical Chemistry Laboratory I, II (1 hour each)**

Intended to complement the Physical Chemistry lecture courses, these courses provide the student with an introduction to physico-chemical experimentation. Co-requisites: CHM 301, CHM 302.

**CHM 310 Elementary Quantitative Analysis (4 hours)**

An introduction to elementary analytical chemistry, including gravimetric and volumetric methods. Emphasis is on the theory of analytical separations, solubility, complex, acid-base and redox equilibria. Intended for both chemistry majors and those enrolled in pre-professional programs in other physical sciences and in the health sciences. Prerequisite: CHM 201 with a grade of "C-" or higher. Co-requisite: CHM 310L.

**CHM 310L Elementary Quantitative Analysis Laboratory (1 hour)**

Analyses are carried out in this course which illustrate the methods discussed in CHM 310. Co-requisite: CHM 310.

**CHM 400 Advanced Independent Study in Chemistry (1-5 hours)**

This course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**CHM 422 Instrumental Methods of Chemical Analysis (4 hours)**

A discussion of the principles and applications of modern instrumentation used in analytical chemistry. Methods discussed are primarily non-optical, including an overview of electrochemistry; potentiometric methods, including use of pH and other ion meters; electrogravimetry; coulometry; polarography; amperometry; gas- and liquid-chromatography. Course is offered in alternate years. Prerequisite: CHM 310. Co-requisite: CHM 422L.

**CHM 422L Instrumental Methods Laboratory (1 hour)**

This laboratory accompanies CHM 422 and will consider the practical applications of modern instrumentation in analytical chemistry. Co-requisite: CHM 422.

**CHM 424 Advanced Organic Chemistry (4 hours)**

A discussion of selected reactions and theories in organic chemistry. Emphasis is placed on reaction mechanisms and reactive intermediates encountered in organic synthesis. Prerequisite: CHM 202 with a grade of "C-" or higher. Co-requisite: CHM 424L.



**CHM 424L Advanced Organic Chemistry Laboratory (1 hour)**

Intended to complement Advanced Organic Chemistry, this course will investigate general reactions and mechanistic principles in organic synthesis. The study will require the multi-step synthesis of various organic molecules. Co-requisite: CHM 424.

**CHM 432 Inorganic Chemistry (4 hours)**

A study of the principles of modern inorganic chemistry, including atomic structure; molecular structure; ionic bonding; crystal structures of ionic solids, a systematic study of the behavior of inorganic anions; coordination chemistry, including structure and mechanisms of aqueous reactions; acids and bases. Course is offered in alternate years. Prerequisite or co-requisite: CHM 302. Co-requisite: CHM 432L.

**CHM 432L Inorganic Chemistry Laboratory (1 hour)**

Intended to complement Inorganic Chemistry, this course provides experience in the methods of preparation and characterization of inorganic compounds. Co-requisite: CHM 432.

**CHM 434 Organic Spectroscopy (4 hours)**

A course dealing with several spectroscopic methods as applied to organic molecules. The principles and interpretation of ultra-violet, visible, infrared, mass and nuclear magnetic resonance spectra will be studied. Course is offered in alternate years. Prerequisite: CHM 202 with a grade of "C-" or higher. Co-requisite: CHM 434L.

**CHM 434L Organic Spectroscopy Laboratory (1 hour)**

Students enrolled in this course use various spectrometers for qualitative and quantitative analysis. Co-requisite: CHM 434.

**CHM 480 Internship in Chemistry (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**CHM 490 Advanced Special Topics in Chemistry (1-5 hours)**

Advanced topics will be offered generally for juniors and seniors in the following fields: Organic Chemistry, Organic Qualitative Analysis, Biochemistry, Theoretical Chemistry and Advanced Inorganic Chemistry. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## **CHO (Sophomore Choices)**

### **CHO 101 Sophomore Choices (1 hour)**

Students in their second, third and fourth semesters are encouraged to enroll in a Sophomore Choices course. A special section is open only to students who are undeclared in their major. All Sophomore Choices seminars are designed to introduce students to a model for career decision making that will be useful in the short- and long-term. Students will explore career theories, assessments and inventories, resources for exploring vocational information, and components of a successful career plan. The course will help students identify their strengths, skills, values, and interests and how these align with specific career fields and occupations. Students will gain an understanding of career development theories and will make connections between their liberal arts coursework and the world of work. Graded on a satisfactory/unsatisfactory basis.

[\(Back to ToC\)](#)

## **COR (Core)**

### **COR 101, COR 102 Narratives of the Self I, II (4 hours each)**

The first-year course sequence investigates narratives of the self. Among the topics that students will consider are a variety of fictional and philosophical constructions of the self, the relationships of memory to personal identity and the disjunction or harmony between public and private selves. The authors considered in the courses may include Homer, Socrates, St. Augustine, Montaigne, Shakespeare, Descartes, Cervantes, Lao Tsu, Nietzsche and Toni Morrison.

### **COR 103 Music and Culture (4 hours)**

An understanding of music begins with grasping the creative process as a means of self-expression, as well as the artist's relationship to the world. Using primary sources and live performances, this course examines the styles, trends and developments of Western and selected international music from early civilizations through the 20<sup>th</sup> century. The investigation begins to develop an understanding of how music and the cultural arts reflect and affect societal trends and values. Offered every semester.

### **COR 104 Art and Culture (4 hours)**

Through the study of art this course will help students understand the basic chronology of Western culture, lay the groundwork for broad cultural literacy and look at how art reflects the human condition. The course explores content, formal elements and historical context of the art of Western and non-Western cultures from ancient to modern times. Four basic themes will prevail: Art and Religion, Art and Power, Art and Nature and Art and the Personal.

### **COR 191, COR 192 Explorations in Narrative of the Self I, II (4 hours each)**

Equivalency for COR 101, COR 102; see COR X9X description, below.

### **COR 193 Explorations in Music and Culture (4 hours)**

Equivalency for COR 103; see COR X9X description, below.

### **COR 194 Explorations in Art and Culture (4 hours)**

Equivalency for COR 104; see COR X9X description, below.

**COR 201, COR 202 Human Nature and the Social Order I, II (4 hours each)**

The sophomore course sequence focuses on the relationship between individuals and communities, examining the extent to which the “good life” can be pursued within the confines of any social order. These courses investigate issues such as the nature of human excellence and virtue, the character of justice, the origins and sources of social order and the status and legitimacy of political power. How can we obtain an accurate description of humans as social beings? What is the good society and how may it be realized? Students in this course are invited to become more thoughtful, self-conscious and self-critical members and citizens of the society and polity in which they live. Authors such as Aristotle, Locke, Smith, Tocqueville, Marx and Weber are read.

**COR 203 Great Ideas of Modern Mathematics (4 hours)**

This course explores major modern mathematical developments and helps students to understand the unique approach to knowledge employed by mathematics. The course is organized around three major mathematical ideas that have emerged since the time of Sir Isaac Newton. These three ideas may be drawn from: game theory, graph theory, knot theory, logic, mathematics of finance, modern algebra, non-Euclidean geometry, number theory, probability, set theory and the different sizes of infinity, and topology. Students will learn how to solve basic problems in the three areas covered by the course and how to present their solutions concisely, coherently, and rigorously. Offered every semester

**COR 291, COR 292 Explorations in Human Nature and the Social Order I, II (4 hours each)**

Equivalency for COR 201, COR 201; see COR X9X description, below.

**COR 293 Explorations in Great Ideas of Modern Mathematics (4 hours)**

Equivalency for COR 203; see COR X9X description, below.

**COR 301, COR 302 Historical Perspectives and the Social Order I, II (4 hours each)**

The junior year sequence constitutes an historical examination of human experience in response to some of the themes and issues raised in the first two years of the Core. Drawing on a variety of perspectives from both the humanities and the social sciences, the course strives to reconstruct the histories of significant periods in human history. The first semester focuses on the rise and fall of civilizations from antiquity through the Renaissance. The second semester concentrates on the problems of modernity, such as the rise of the modern state, nationalism, revolution and globalization. Both courses examine the ways in which significant moments have become essential parts of our historical consciousness, enshrined in myth and religion, tradition, culture and institutions. Through careful analysis of current scholarship and original sources, students are invited to consider the complex relationship between history, cultural traditions and the social and political institutions derived from them.

**COR 391, COR 392 Explorations in Historical Perspectives and the Social Order I, II (4 hours each)**

Equivalency for COR 301, COR 302; see COR X9X description, below.

**COR 401 Science and Human Nature: Biological Sciences (4 hours)**

The senior year course deals with the way scientific methodologies inform current thinking on the nature of the human organism. Starting from basic genetic and psychological understandings, it emphasizes how evolutionary mechanisms may be seen as contributing to the origins of uniquely human behaviors. Elements of DNA structure as it applies to information storage and transmission, the regulation of gene expression and the mechanics of protein synthesis, mutation and its centrality in producing variation, sexual reproduction and how the laws of

probability apply to biological systems, sex determination, “altruistic” behavior and kin selection are among the topics explored.

#### **COR 402 Science and Human Nature: Physical Sciences (4 hours)**

Modern Western society is largely science-dominated and the consideration of science and its role in society is essential for any educated person. This Core course investigates the practice of science by focusing specifically on scientific revolutions. It is during such periods of upheaval that we can most clearly see how science is actually practiced. What causes a new idea to challenge the scientific status quo? What determines whether the new idea will be accepted or not? When seeking new explanations for natural events, what guides the scientist’s search? The goal of this course is to equip the student with the necessary tools and background to seek answers to these questions and others, for such questions are increasingly a part of each of our lives if we live those lives reflectively.

#### **COR 491 Explorations in Human Nature: The Biological Sciences (4 hours)**

Equivalency for COR 401; see COR X9X description, below.

#### **COR 492 Explorations in Human Nature: The Physical Sciences (4 hours)**

Equivalency for COR 402; see COR X9X description, below.

#### **COR X9X Explorations in the Core (4 hours)**

Explorations in the Core are special sections of existing Core course that adds thematic, or pedagogic innovation within the existing framework of the original course. Each of these “Explorations” will indicate which Core requirement is satisfied by completing this course.

[\(Back to ToC\)](#)

### **CRS (Communication and Rhetoric Studies, Communication)**

#### **CRS 101 Theories of Communication and Rhetoric (4 hours)**

This gateway course to the major is designed to establish a broad understanding of various theories used in communication and rhetoric studies. Students will learn theories about messages themselves as well as the various contexts in which they occur, including interpersonal communication, public communication, mass communication, intercultural and gendered communication. The ethical implications of these theories will also be considered.

#### **CRS 110 Public Speaking I (4 hours)**

This course is designed to develop and enhance students’ ability to communicate effectively to any audience. Students will deliver both prepared and impromptu speeches. They will give humorous and inspirational speeches as well as informational speeches focusing on organization and the use of visual aids. Students develop all the tools necessary to effectively communicate – their voice, their gestures, their body language and their eye contact. They will receive timely written and oral feedback from the instructor. Speeches will be videotaped and critiqued. The goal is to become a more polished and confident speaker. Prerequisite: Students who speak English as a second language must have permission of the instructor.

**CRS 111 Public Speaking II (4 hours)**

This course develops communication skills gained in Public Speaking I. Students will learn to convey their messages directly, confidently and persuasively. Students will practice delivering persuasive speeches for a variety of occasions from the classroom to the boardroom. They will learn to make the closing argument to the jury, to field the difficult interview question, to close the sale, to give the congratulatory toast and to deliver the inspirational speech. Speeches will be videotaped and critiqued. Prerequisites: CRS 110; students who speak English as a second language must have permission of the instructor.

**CRS 115 Video Production (4 hours)**

This course will introduce students to the techniques and tools of basic video production. Students will learn to think visually and consider lighting, color, composition and movement as they relate to production. The importance of sound and how audible and visual components support and complement each other will be considered. Students will have the opportunity to work with video editing software. Cross-listed as ART 105.

**CRS 120 Introduction to Media Studies (4 hours)**

The media are a pervasive presence in our lives and play a central role in our understanding of the world. In this course students will study the historical development of the media and interrelationships between them in order to understand the impact of these cultural industries on our lives and our culture. Through their examination of the products and processes of the media, students will learn will develop critical media literacy. Offered Spring semesters.

**CRS 200 Independent Study in Communication and Rhetoric Studies (1-4 hours)**

This course will be conducted as supervised research on a selected topic. It is open to students pursuing a major in Communication and Rhetoric Studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**CRS 215 Documentary Filmmaking (4 hours)**

This course covers the theory and practice of planning and executing public affairs, informational and cultural documentary programs. Students will be introduced to short-form and long-form documentaries, emphasizing the technical and aesthetic aspects of documentary filmmaking using video production techniques. Production projects will be geared toward the development of proficiency in documentary planning, writing, production and post-production. Students will produce short documentaries using a combination of personal cameras and broadcast quality cameras and digital editing equipment. Cross-listed as ART 205. Prerequisite: CRS 115 or ART 105, or permission of the instructor.

**CRS 220 Intermediate Writing: Investigative (4 hours)**

Emphasis will be on learning a wide range of research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects and to analyze and revise their own writing. Prerequisite: CRS 1712 with a grade of "C-" or higher.

**CRS 240 Journalism (4 hours)**

This course teaches the fundamentals of journalistic news writing and reporting. Using a range of techniques from interviews to internet research, students will learn how to gather information from a variety of sources and

write stories using different types of leads, endings and structures. They will also engage in a critique of today's journalistic practices. Offered Fall semesters.

**CRS 260 Writing for Business and the Professions (4 hours)**

This course is for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences in business and the professions. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports and manuals. Other elements of the course may include oral presentations. Prerequisites: COR 101 and COR 102.

**CRS 280 Gender, Culture, and Communication (4 hours)**

This course investigates the relationships among gender, culture, and communication. Students will explore theoretical approaches to gender; the cultural histories of women's, men's and transgender movements; cultural views of gendered interaction, including discourse and relational styles as well as other performances; and the practices of gendered communication and identity in a variety of cultural and institutional contexts. Offered every Fall. Cross-listed as WGS 280.

**CRS 290 Special Topics in Communication and Rhetoric Studies (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**CRS 310 Public Relations Writing (4 hours)**

Public Relations Writing is designed to teach students the fundamentals of public relations writing and media techniques. The course will provide students with opportunities to develop effective writing skills for the public relations profession with an emphasis on different approaches required to communicate with audiences and media. Students will focus on the practical application of tools and techniques used by public relations practitioners, while gaining an understanding of how specific public relations tactics fit into the broader context of a public relations communications program. Prerequisites: CRS 101 and CRS 240, or permission of the instructor

**CRS 320 Persuasive Writing (4 hours)**

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. This course is open to sophomores, juniors and seniors only. Offered Spring semester. Prerequisites: COR 101 and COR 102.

**CRS 340 Mass Media Effects (4 hours)**

This course examines how various media influence individuals and society. The focus will be on the influence of news, entertainment programming, advertising and public communication campaigns. Students will become more aware of media influence and develop an understanding of the role of media effects research in public policy. Prerequisites: COR 102 and CRS 101.

**CRS 400 Advanced Independent Study in Communication and Rhetoric Studies (1-4 hours)**

Supervised advanced research on a selected topic. Open to students pursuing a major in communication and rhetoric studies. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**CRS 401 Internship in Communication and Rhetoric Studies (1-6 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. An internship for the writing minor must be writing intensive. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at CNN, Fox 5, WSB-TV, Q100, The Home Depot and *Creative Loafing*. Students are strongly encouraged to do multiple internships, but only 6 semester hours can be applied as elective credits to the major. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**CRS 415 Survey of Research Methods (4 hours)**

This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, , case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research and the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to use and assess research may find this course particularly valuable. Cross-listed as POL 371 and SOC 310. Offered spring semester in alternate years. Prerequisite: Junior standing or permission of the instructor.

**CRS 420 Media, Culture and Society (4 hours)**

Using various approaches from cultural studies to political economy, students examine how meaning is created by the media. This course focuses on media texts, media institutions and media audiences and the way they intersect to shape culture. Topics covered include media representations of gender, race and class. Offered alternate fall semesters. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

**CRS 470 Globalization and the Media (4 hours)**

The rapid evolution of communication technologies has increased the ability of global media corporations to reach audiences around the world. This course examines the political, economic and cultural dimensions of media globalization. Topics covered include cultural imperialism, global news, international trade organizations and regulatory bodies, global advertising and cultural protectionism. Offered alternate fall semesters. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

**CRS 480 Rhetoric of Human Rights (4 hours)**

This course investigates the theories and rhetorical strategies used to practice human rights as "universal" and the critical challenges of this universality. The rhetoric of universal human rights as it is actually used in texts by

competing interests in an increasingly globalized and culturally diverse world communally will be evaluated. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

### **CRS 490 Advanced Special Topics in Communication and Rhetoric Studies (4 hours)**

This advanced course will examine selected topics in rhetoric, communications or media studies, such as Civic Literacy; Global Culture and Rhetoric; Political Rhetoric. This course may be taken more than once. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## **CSC (Computer Science)**

### **CSC 101 Spreadsheets and Databases (2 hours)**

This course introduces the use of spreadsheet and database software to organize, manage, present and make calculations from data. The course uses the Microsoft Office™ software suite. Offered every semester. Prerequisite: A declared major in Accounting, Business, or Economics.

### **CSC 201 Introduction to Programming (4 hours)**

This course introduces the student to the fundamental techniques of problem solving and algorithm construction. The student will design, test, and complete several substantial programming projects. Topics include data types, file manipulation, methods, parameters, visibility, classes, control structures, arrays, enumerated types, object-oriented programming, inheritance, polymorphism, and basic software design and testing. The computer language used in the course will be at the discretion of the instructor but is usually Java. Offered every fall semester.

### **CSC 202 Data Structures (4 hours)**

In “Introduction to Programming,” did you ever get the feeling that there has to be a better/smarter way to do this problem? This course is all about how to store information intelligently and to access it efficiently. After a brief review of inheritance and recursion, students are introduced to formal algorithm analysis, linked lists, multidimensional arrays, basic design patterns, queues, stacks, binary trees, heaps, hash tables, graphs and graph algorithms, binary search, and sorting algorithms. Offered every spring semester. Prerequisite: CSC 201 with a grade of “C-” or higher.

### **CSC 290 Special Topics in Computer Science (1-4 hours)**

This course provides an introductory examination of a contemporary topic in computing and/or emerging technologies. The topic will vary from offering to offering. Possible topics include basic simulation, ethics in computing, information systems, and web design. This course may be taken more than once provided that the topic is different. Prerequisite: See individual course listing in the current semester course schedule

### **CSC 490 Advanced Special Topics in Computer Science (4 hours)**

This course provides an advanced examination of a basic area of computer science. The topic will vary from offering to offering. Possible topics include database technologies, software engineering, theory of computation, programming languages, computer architecture, operating systems, networking, algorithmic simulation, machine learning, algorithm design, and discipline-specific computing and technology (bioinformatics or computational physics). This course may be taken more than once provided that the topic is



different. Prerequisite: See individual course listing in the current semester course schedule but at least CSC 201 (with a grade of “C-“ or higher) will be required.

[\(Back to ToC\)](#)

## **ECO (Economics)**

### **ECO 120 Principles of Microeconomics (4 hours)**

Application of economic principles to economic problems; the theory of production; income distribution; agriculture/government regulation of business; labor organizations; international trade/elementary microeconomic models.

### **ECO 122 Principles of Macroeconomics (4 hours)**

The changing economic system with its developing problems is studied from the simple circumstances of Colonial times, through the emergent industrialism of the middle period, to the complex, specialized, and diverse conditions of today. This includes an introductory survey of aggregate economic principles. The scope and method of economics, basic supply and demand theory, and national income theory are intermeshed.

### **ECO 200 Independent Study in Economics (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s advisor and the provost or associate provost. The completed application must be submitted to the registrar’s office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **ECO 220 Intermediate Microeconomics (4 hours)**

This course develops the economic principles necessary to analyze and interpret the decisions of individuals and firms with respect to consumption, investment, production, pricing and hiring. The principles are used to understand the behavior of business firms and public policy-making institutions. Prerequisites: ECO 120, ECO 122, and math requirement.

### **ECO 222 Intermediate Macroeconomics (4 hours)**

This course examines the goals of economic policy and the policy instruments available to achieve those goals. Attention is given to both monetary and fiscal policy along with the theory and measurement of national income, employment and price levels and the international implications of economic policy. Prerequisites: ECO 120 and ECO 122.

### **ECO 290 Special Topics in Economics (1-4 hours)**

An intense study of diverse topics under the direct supervision of an Economics faculty member. Prerequisite: See individual course listing in the current semester course schedule.

### **ECO 320 Economic Development (4 hours)**

This course is a study of the economic, social and political factors that account for the contrast between the economic stagnation in much of the world and the steadily rising incomes in the United States, Europe and Japan. General principles are applied to the development experience of selected countries in the historically

less-developed world and the formerly centrally-planned economies of Eastern and Central Europe.

Prerequisite: ECO 120 or ECO 122.

**ECO 323 International Economics (4 hours)**

This course is a study of international trade and finance. The micro-foundations of the course will address why countries trade, why special interest groups fight international trade, regional specialization, international agreements on tariffs and trade and national commercial policies. The macro-foundations of the course will focus on exchange rates, balance of payments, international investments and coordination and cooperation of international monetary and fiscal policies. Prerequisite: ECO 120 or ECO 122.

**ECO 324 History of Economic Thought (4 hours)**

This course is a study of the major writers and schools of economic thought related to the economic, political and social institutions of their times: the Medieval, Mercantilist, Physiocrat, Classical, Marxist, Historical, Neoclassical, Institutional, Keynesian and post-Keynesian schools. Prerequisite: ECO 120.

**ECO 325 Environmental Economics (4 hours)**

This course is an introduction to economic methods that will allow the student to understand the economic causes of environmental problems and to evaluate the economic impact of environmental policies. It will introduce the student to a wide range of current environmental problems and issues such as hazardous and municipal solid waste, water and air quality concerns, biodiversity, global warming and sustainable development. Topics will include externalities, benefit-cost analysis, alternative policy instruments as solutions to environmental problems, market failures, policy decision process and risk analysis. Prerequisite: ECO 120.

**ECO 326 United States Economic History (4 hours)**

This course will study the origin and growth of the American economic system from pre-colonial through the 20th century. The course traces the development of the evolution of American agricultural, commercial, manufacturing, financial, labor, regulatory and technological sectors. Prerequisite: ECO 120 or ECO 122.

**ECO 400 Advanced Independent Study in Economics (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**ECO 421 Money and Banking (4 hours)**

This course will study the role of private financial institutions and the Federal Reserve System in the creation of the nation's money supply and the theory that links the money supply to the nation's inflation rate and output level. Additional topics are the international payments mechanism, capital flows, the determination of exchange rates and the use of a common currency by several countries. Prerequisites: ECO 220 and ECO 222.

**ECO 423 Economics of Antitrust Law (4 hours)**

This course is a study of the structure of firms within a given industry, the corresponding strategic decisions and conduct and the United States' antitrust policy that is intended to facilitate competitive market goals across the economy. Topics will include competition, dominant firm and cartel theory, measurement of industry structure and performance, strategic behavior in pricing, advertising and information, vertical integration, regulation and law and international markets. Prerequisite: ECO 220 with a grade of "C-" or higher.

**ECO 424 Labor Economics (4 hours)**

This course will be a comprehensive study of the cause and effect relationship between work and income. It will examine labor market structures, human capital theory, union-management relations, labor history, economic policy and earning profiles by gender and race. Prerequisites: ECO 220 and ECO 222.

**ECO 425 Public Finance (4 hours)**

An analysis of the impact of federal, state and local government expenditures, revenues, debt management and budgeting on the allocation of resources, the distribution of income, the stabilization of national income and employment and economic growth. Topics will include expenditure patterns, tax structure, benefit-cost analysis, policy analysis and microeconomic and macroeconomic theories of public expenditures and taxation.

Prerequisites: ECO 120 and ECO 122.

**ECO 426 Internship in Economics (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Federal Reserve Bank and Prudential Securities. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**ECO 429 Econometrics (4 hours)**

This course will introduce basic econometric theory and applications related to the use of classic linear regression model. Students will perform empirical tests of various economic theories using Excel™ and other computer software. Particular emphasis will be placed on understanding the strengths and weaknesses of ordinary least squares regression (OLS) and interpreting its results. Offered every spring. Prerequisite: MAT 111 .

**ECO 490 Advanced Special Topics in Economics (1-4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**EDU (Education, Educational Studies, Early Childhood Education)****EDU 101 Foundations of American Education (4 hours)**

This course is an overview of the historical, philosophical, ethical and legal issues in American education. Issues of equity will be examined. A variety of teaching strategies and assessment will be implemented. Twenty-five field-experience hours outside of class meetings are necessary in order to meet the service-learning requirements of this course.

**EDU 201 Educational Psychology (4 hours)**

This course will encompass learning theory and its application to such problems as classroom management, the organization of learning activities, understanding individual differences and evaluating teaching and learning. Emphasis is given to factors which facilitate and interfere with learning.

**EDU 401 The Exceptional Child (4 hours)**

This course is designed to assist regular classroom teachers in the identification and education of children who have special needs. In addition to characteristics of special learners, students will study topics such as the referral process, educational approaches for use with special learners, methods of diagnostic teaching, mainstreaming and inclusion.

**EDU 490 Advanced Special Topics in Education (4 hours)**

Advanced courses are offered generally for juniors or seniors to respond to topical needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**EDU 601 Exploring Constructivist Teaching and Learning (4 hours)**

The purposes of this course are to explore the theoretical neuroscience foundations of constructivist teaching and learning and to develop pedagogical knowledge and skills to design, implement, and assess inquiry-based instruction. Students will engage in individual and collaborative reflection on their developing knowledge and then apply their knowledge in field-based classroom experiences in diverse settings.

**EDU 603 Assessing Teaching and Learning (4 hours)**

This course provides students with an understanding of, and the skills to implement "balanced assessment." Students explore the purposes of assessment and how to select assessments that are matched to standards and learning goals. Students will be introduced to the knowledge and skills needed to develop and analyze traditional and performance assessments for formative and summative evaluations.

**EDU 605 Literacies Workshop (4 hours)**

This course is an introduction to tools for developing literacy in the broadest sense of the word. While focusing on writing, the course encourages discussion and development of literacy in other areas such as mathematics, visual arts and technology. The course is workshop based, involving students in developing their own literacies as they learn ways to support children's literacy development.

**EDU 606 Culture and Learning (4 hours)**

Culture and learning is a trans-disciplinary domain of study among history, psychology, anthropology, and education. It focuses on the ways in which culture and mind, and more specifically culture and self, mutually constitute each other. Students focus initially on becoming a culturally proficient professional, including an exploration of our own identity, the roots of oppression and marginalization, and their effects on the educational opportunities for children. Students will explore culturally responsible pedagogy and the design of multicultural, respectful twenty-first century learning environments.

**EDU 611 Arts of Diverse Peoples (4 hours)**

This course provides future teachers with an appreciation and understanding of the arts disciplines of music, visual art, dance and theatre as a means to understand self, others and the human condition. It also offers students an opportunity for personal inquiry experiences and skill development in the arts so that they feel prepared to incorporate and integrate the study of the arts into their curriculum. Students will engage in regular

and systematic reflection on their developing knowledge base. Students will also apply their knowledge in field-based classroom experiences in diverse settings.

**EDU 612 Literacy and Literature (4 hours)**

This course prepares students to be literacy teachers in diverse early childhood classrooms. The course includes methods of literacy instruction and explorations in literature from various cultural perspectives. Students will engage in regular and systematic reflection on their developing knowledge base and apply their knowledge in field-based classroom experiences in diverse settings.

**EDU 613 Studies of Diverse Cultures (4 hours)**

This course includes exploration of social studies content and methods for teaching social studies in early childhood education. From a variety of perspectives, students will examine the types of questions social scientists ask about human experience, institutions and interactions. In the course, prospective teachers will use appropriate methods of inquiry to investigate some of those questions. They will engage in regular and systematic reflection on their developing knowledge base and then apply that knowledge in field-based classroom experiences in diverse settings.

**EDU 614 Mathematical Inquiry (4 hours)**

The objective of this course is to develop deep mathematical understanding and proficiency, both on the part of the prospective teacher and his/her students. This objective is achieved through a focus on problem solving and pedagogical content knowledge in the key areas of number and operations, geometry, measurement, algebraic reasoning, and data analysis/probability. Methods, assessment standards, technology and historical perspectives are also discussed.

**EDU 615 Inquiring Into Science (4 hours)**

In this course, students will explore nature, content and processes of science while examining current best practices and issues in teaching science to children. Students will understand the role that inquiry plays in the development of scientific knowledge. Students will explore relationships between science, technology and other curriculum areas in a community of diverse elementary learners.

**EDU 619 Student Teaching and Capstone Seminar (12 hours)**

Student teaching, a supervised internship semester in a diverse elementary public school classroom, is the capstone experience in teacher preparation, the point at which theory and practice converge. The course includes 14 weeks of full-time participation and teaching in a public school classroom with weekly seminar meetings for professional development.

**EDU 629 Advanced Special Topics in Education (1-12 hours)**

Advanced courses are offered to respond to topical needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## ENG (English, English and Comparative Literature)

### ENG 101 Ancient Literature (4 hours)

This course will examine the literature of the ancient world. Although the primary focus will typically be on Greek and Roman literature, Hebrew culture and/or non-Western materials may also be studied. Works and authors might include: Homer, Aristophanes, Aeschylus, Sophocles, Euripides, Plautus, Terence, Seneca, Petronius, Ovid, and Virgil. Offered every fall.

### ENG 102 Medieval and Renaissance Literature (4 hours)

This course will examine the transition of the cultural world of Dante to that of Shakespeare and Milton. Although the primary focus will be Western, non-Western works may also be studied. Texts and authors might include: *Beowulf*, Dante, Boccaccio, Petrarch, Rabelais, Chaucer, Montaigne, Shakespeare, Donne, and Milton. Offered every spring.

### ENG 103 18th and 19th Century Literature (4 hours)

Authors in this course might include: Defoe, Pope, Basho, Austen, Emerson, Twain and George Eliot. Offered every fall.

### ENG 104 Modern and Contemporary Literature (4 hours)

This course will investigate the literature of the 20th century. Authors might include: T.S. Eliot, Woolf, Lawrence, Frost, Morrison and Marquez. Offered every spring.

### ENG 200 Independent Study in Literature and Composition (1-4 hours)

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### ENG 201 Chaucer (4 hours)

Students will learn to read and appreciate the works of Geoffrey Chaucer, the first great English poet, in his original language; to enjoy the rich and varied nature of his works—to appreciate why he is called “the Father of English.” Prerequisites: COR 101, COR 102 and one 100-level English course. Offered every other year.

### ENG 204 Shakespeare: Early Plays to 1603 (4 hours)

This course will examine the genres and plays that define Shakespeare's career up until 1603, the year marking the end of Elizabeth I's reign and the start of James I's. This chronology will allow a focus on the genre Shakespeare defined known as the “History Play,” comedies through *Twelfth Night*, “problem comedies” such as *All's Well That Ends Well*, and tragedies up through *Hamlet*. Offered in alternate years. Fulfills English Department requirement for Shakespeare or Chaucer. Prerequisites: COR 101, COR 102 and one 100-level English course. Students who have taken ENG 206 may take ENG 204 for 300-level elective credit.

### ENG 206 Shakespeare: Late Plays, 1603-1613 (4 hours)

This course will examine the genres and plays that define Shakespeare's career after 1603, the year marking the end of Elizabeth I's reign and the start of James I's, up until the playwright's presumed retirement. This chronology will allow a focus on most of Shakespeare's greatest tragedies and his best “Romances.” Offered in

alternate years. Fulfills English Department requirement for Shakespeare or Chaucer. Prerequisites: COR 101, COR 102 and one 100-level English course. Students who have taken ENG 204 may take ENG 206 for 300-level elective credit.

**ENG 230 Creative Writing (4 hours)**

This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

**ENG 231 Biography and Autobiography (4 hours)**

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative and personal essay as well as other forms such as the profile and the interview. Students will submit substantial written work each week and keep a journal. The class will follow a workshop format, discussing the students' and published work. Prerequisites: COR 101 and COR 102.

**ENG 303 American Poetry (4 hours)**

This course will consider the work of major American poets such as Whitman, Dickinson, Frost, Eliot and Williams. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 305 The Literature of King Arthur and Camelot (4 hours)**

This course examines the major stories associated with King Arthur and his knights from the earliest recorded mention of them to the present. The course pays particular attention to those medieval texts that formed the popular literature of the Middle Ages and the various ways in which medieval authors adapted the legend to their purpose, whether that was to promote a political agenda, explore an idea, instruct or amuse. Of particular interest are the ways in which this legend is peculiarly able to accommodate a wide array of themes and ideas – a malleability that allows us to explore the nature of honor, goodness, love, holiness, chivalry, the relationship between the sexes, the promise of heaven and a host of other ideas that continue to animate our imaginations. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 315 Vision, Violence and Community in Milton, Blake, Whitman and Yeats (4 hours )**

This course will examine works by four major visionary poets. In the historical context of English civil war, the French Revolution, the American Civil War and World War I and the Irish rebellions, they tried to envision for their cultures a restoration of community between the temporal and the eternal, the human and the divine. In times of fragmentation and crisis, each re-invented a traditional mythology. A study will be made of their individual visions to those collective myths and to personal struggles. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 316 Satire: Ancient to Modern (4 hours)**

This course examines the many forms of satire from different eras with works including plays by Aristophanes, Molière and Beckett; poetry by Chaucer; prose by Swift, Rabelais, Voltaire, Melville, Twain, O'Connor, Anthony Burges or Don DeLillo; films by the Marx Brothers, Monty Python and Stanley Kubrik; and television shows like "The Colbert Report." Offered biennially in the spring. Prerequisite: COR 101.

**ENG 317 Nature, the Divine, and Community: 19<sup>th</sup> Century American Literature (4 hours)**

Exploration of nature, the divine, and community in mid-19<sup>th</sup>-Century America, in works by the relatively hopeful Emerson, Frederick Douglass, Thoreau, and Whitman, seeing nature and human nature as "good." We look at

the darker vision of Poe, Hawthorne, Melville's *Moby Dick*, Emily Dickinson, and Henry James, thought to be more pessimistic about possibilities for transcendent experience as a way toward God, goodness, or truth. We analyze complex attitudes toward nature, good and evil, in relation to traditional moral categories and definitions of community. We will compare them to views of modern environmentalists. Prerequisites: COR 101 and COR 102.

**ENG 320 Modern Poetry and the Death of God (4 hours)**

Following the late 19<sup>th</sup>-century message that "God is dead," modern-era poets, including T.S. Eliot, Wallace Stevens, Rainer Maria Rilke and William Carlos Williams, tried to find what Stevens called, "the satisfactions of belief," writing poems of "the mind in the act of finding what will suffice." Selections from these will be studied, along with samplings from a larger group of poets after 1950, to try to see how these writers see and create meaning in their world, often under adverse circumstances. Prerequisites: COR 101 and COR 102.

**ENG 330 Writing Poetry (4 hours)**

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class and trying to generate language that reveals rather than explains intangible "meanings." Prerequisites: COR 101 and COR 102.

**ENG 331 Writing Prose, Fiction and Nonfiction (4 hours)**

Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called "a sense of felt life" onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work and reading of published examples. Prerequisites: COR 101 and COR 102.

**ENG 390 Special Topics in Drama (4 hours)**

Drama as literature and genre, through survey and period studies. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 391 Special Topics in Poetry (4 hours)**

This course will focus on particular poets, movements, styles or periods. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 392 Special Topics in Fiction (4 hours)**

English, American and continental narrative prose will be examined in the context of theme, period or genre. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 393 Special Topics in Literature and Culture (4 hours)**

Courses relating literature with aspects of social and intellectual history or a particular issue or theme. Possible offerings may include women in literature, American civilization, African-American (or other ethnic) literature, popular culture, the literature of a single decade, children's literature and myth and folklore in literature. Usually offered in alternate years. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 394 Special Topics in Major British and American Authors (4 hours)**

An intensive study of between one and five British or American authors. Prerequisites: COR 101, COR 102 and one 100-level English course.



### **ENG 400 Advanced Independent Study in Literature and Composition (1-4 hours)**

Supervised study in specified genres or periods. Prerequisites: COR 101, COR 102 and one 100-level English course; submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than the final day of the drop/add period of the semester of study. For additional criteria see Independent Study Policy ([Sec. 5.15.](#)).

### **ENG 401 Internship in English (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at *Atlanta Magazine*, The Knight Agency and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by Experiential Education Committee.

[\(Back to ToC\)](#)

## **FRE (French)**

### **FRE 101, FRE 102 Elementary French I, II (4 hours each)**

This course is beginning college French, designed to present a sound foundation in understanding, speaking, reading and writing contemporary French. Prerequisite: None for FRE 101; FRE 101 or placement by testing required for FRE 102.

### **FRE 200 Independent Study in French (4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **FRE 201 Intermediate French (4 hours)**

This course involves further practice in developing oral and written skills. Introduction to a variety of unedited French texts will be included. Prerequisite: FRE 102 or placement by testing.

### **FRE 290 Special Topics in French Language, Literature and Culture (4 hours)**

Topical aspects of the literature and cultural phenomena associated with the French language are explored in this course. Offerings will vary according to faculty and student interest. Prerequisite: FRE 301.

### **FRE 301 French Conversation and Composition (4 hours)**

This course focuses on the development of oral skills through practice in group settings and individual class presentations combined with weekly writing assignments in French to be revised on a regular basis. A study of style and grammatical forms used exclusively in the written language completes the course work. Prerequisite: FRE 201 or placement by testing.

**FRE 302 French Lyric and Literary Prose (4 hours)**

Selected texts from French literature are studied as examples of prose, poetry and drama. Students will read original works from the French classical and modern periods. Taught in French. Prerequisite: FRE 301 or placement by testing.

**FRE 400 Advanced Independent Study in French (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**FRE 402 The Modern French Republics and Their Institutions (4 hours)**

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

**FRE 403 Franco-American Relations in Trade and Culture (4 hours)**

This course is an orientation to French business and cultural communities and considerations of existing connections with their American counterparts. The course includes an introduction to business French. Guest lecturers are invited from the diplomatic and business community in the wider Atlanta area. Field trips are also organized to consulates, trade offices and businesses. Taught in French. Prerequisite: FRE 301.

**FRE 404 Great French Actresses and Their Film Roles (4 hours)**

This course will study French film actresses and their roles in an attempt to understand the situation of women in France during the last half of the 20th century. Readings from *The Second Sex* by Simone de Beauvoir, written at the outset of the period in question, provide a counterpoint to the cinematic fiction. Actresses studied may include Isabelle Adjani, Arletty, Fanny Ardant, Brigitte Bardot, Juliette Binoche, Sandrine Bonaire, Catherine Deneuve, Isabelle Huppert and Irène Jacob. The course is conducted in English. Students may take the course as part of a French major or minor and complete readings, tests and written work in French. Prerequisite: None for work in English; FRE 302 for work in French.

**FRE 405 The 19th Century French Realist Novel (4 hours)**

This course studies the 19th-century French realist novel by concentrating on three “giants” of the tradition. The course includes Balzac’s *Père Goriot*, Flaubert’s *Education Sentimentale* and Zola’s *Germinal*. The study of one novel of each of these writers, in complete or excerpted form, gives an overview of the major literary moments in the century following the French Revolution. The principal characters in each novel confront the particular challenges of each historical and social moment in 19th century France. The course thus allows students to obtain a complex notion of realism in a historical context along with greatly enhanced vocabulary and language skills in French. Taught in French. Prerequisite: FRE 302.

**FRE 406 French and Spanish Crossroads in the Caribbean and Africa (4 hours)**

This course uses Spanish- and French-speaking countries in proximity to each other in the Caribbean or Africa as a point of departure for literary, cultural, social and service learning exploration. Offerings may focus upon Haiti and the Dominican Republic, Martinique and Cuba, Equatorial Guinea in relation to Senegal or other appropriate pairings. The course is taught in English and students without advanced skills in French or Spanish may register.

Cross-listed as SPN 406. Prerequisite: FRE 301 for French major or minor credit; SPN 301 for Spanish major or minor credit.

#### **FRE 425 Internship in French (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship in French requires the student to submit a learning agreement with an academic writing assignment that is 70% research based writing and 30% professional work, portfolio or journal. The research based topic needs to be specific and relate to the student's major. Written work should total five pages of academic writing for every hour of credit. Students must work 30 hours for every hour of academic credit and have regularly-scheduled meetings with the faculty supervisor. An extensive list of internships is maintained by career services, including opportunities at the International Rescue Committee and the French American Chamber of Commerce, Georgia Council for International Visitors and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of faculty supervisor, qualification for the internship program of a 2.0 GPA, permission of an internship site supervisor and acceptance of the online internship application form, registration form and learning agreement proposal by the Experiential Education Committee.

#### **FRE 490 Advanced Special Topics in French Language, Literature and Culture (4 hours)**

This course will be an advanced study of topical aspects of the literature and cultural phenomena associated with the French language. Offerings will vary according to faculty and student interest. Prerequisite: FRE 302.

[\(Back to ToC\)](#)

### **FYS (First Year Seminar, First Year Experience)**

#### **FYS 101, FYS 102 First Year Seminar I, II (1 hour each)**

This is a small-group seminar style course facilitated by upper-class peer mentors and faculty. First-time freshman students select a class from among numerous topics focused on special interests such as visual arts, vocal or instrumental music, live theater, science, or athletics, with experiential and interactive as well as academic features. The first meeting of each group of students is during fall orientation, and members of each First Year Seminar section continue throughout the semester to pursue their chosen topic and share related experiences. New students may also attend informational sessions on aspects of health and wellness, careers, resources and skills for academic success and open houses in the academic divisions. Some designated sections of First Year Seminar will be part of a learning community, taking two linked courses concurrently; please see [Sec. 9.9](#). Some sections of this course will extend for one semester, and some for two semesters. Graded with a letter grade "A" through "F."

#### **FYS 201, FYS 202 Student Mentoring for First Year Experience I, II (1 hour each)**

This class is for upper-class student mentors who assist faculty instructors in planning and teaching the special topics sessions of FYS 101, FYS 102 First Year Seminar I, II; OU 101 Introduction to Oglethorpe; or other similar courses. Students participate in training meetings prior to the beginning of the course; communicate with entering students over the summer; attend all classes in their FYS 101, FYS 102 or OGL 101 section; and assist with the advising of new students throughout the new students' first year. No more than four semester hours earned in this course are permitted to count toward graduation. Graded on a satisfactory/unsatisfactory basis. Prerequisite: permission of the instructor.

[\(Back to ToC\)](#)

## GEN (General Science)

### **GEN 101 Natural Science: The Physical Sciences (4 hours)**

This topically-oriented course will examine the many facets of scientific investigation. These include the underlying assumptions, limitations, provisional nature and power of the scientific process, as well as the influences of science on other aspects of human activity. Experimentation is the hallmark of scientific investigation. As such, laboratory experimentation will be a distinguishing feature of this course. Course time devoted to experimentation in the laboratory, as well as inside and outside the classroom, will intertwine with time devoted to discussion and lecture. Natural Science: The Physical Sciences will deal with a topic drawn from the physical sciences. These will include, but not be limited to: Chemistry, Cosmology, Descriptive Astronomy, History of Science, Meteorology, Modern Scientific Perspectives of the Universe and Oceanography. Prerequisite: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#) and [Sec. 5.4.2.](#)).

### **GEN 102 Natural Science: The Biological Sciences (4 hours)**

This course is designed to examine the many facets of scientific investigation. Laboratory experimentation will be an important feature with course time devoted to experimentation in the laboratory as well as the classroom. Rather than a survey of the entire field of biology, this effort will be directed toward specific topics such as, but not limited to: Cancer, Cell Biology, Human Biology, Ecology and Evolution.

### **GEN 200 Internship in Science (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at Piedmont Hospital, The Centers for Disease Control and Prevention and Accura Analytical Laboratory. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

[\(Back to ToC\)](#)

## GER (German)

### **GER 101, GER 102 Elementary German I, II (4 hours each)**

This course is beginning college German, designed to develop the ability to understand, speak, read and write contemporary German. Prerequisite: None for GER 101; GER 101 or placement by testing required for GER 102.

### **GER 200 Independent Study in German (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**GER 201 Intermediate German I (4 hours)**

This course will focus on practice in speaking and understanding German, accompanied by a review of grammar. Reading and discussion of short literary texts. Prerequisite: GER 102 or placement by testing.

**GER 202 Intermediate German II (4 hours)**

This course is a continuation of Intermediate GER 201 German I, with practice in spoken German and added emphasis on writing. Reading materials include both contemporary topics and selections from literature. Prerequisite: GER 201 or placement by testing.

**GER 290, GER 291 Special Topics in German Language, Literature and Culture I, II (4 hours each)**

Topical aspects of the literature and cultural phenomena associated with the German language are explored in this two-semester sequence of courses. Prerequisite: GER 202.

**GER 400 Advanced Independent Study in German (1-4 hours)**

This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see the Independent Study Policy ([Sec. 5.15.](#)).

**GER 490, GER 491 Advanced Special Topics in German Language, Literature and Culture I, II (4 hours each)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**HIS (History)****HIS 101 Foundations of the West (4 hours)**

This course explores the foundations and development of Western civilizations from late antiquity to the end of the seventeenth century. The focus of the course will be on the methods and sources used by historians to uncover the history of this period, with special emphasis on such issues as the development of language, culture, political institutions, and social structures. Offered every fall. [E,1,2]

**HIS 102 Europe and the World, 1715 to the Present (4 hours )**

This course introduces students to the modern history of Europe and its interactions with the world. Major developments in society, economy, technology, politics, war, and diplomacy will be analyzed. A central theme will be the relationship of state and society. Students are introduced to history as a subject of study. Offered every spring. [E,3]

**HIS 130 United States History to 1865 (4 hours)**

A survey from Colonial times to 1865, concerned mainly with the major domestic developments of a growing nation. Offered alternate years. [A,3]

**HIS 131 United States History Since 1865 (4 hours)**

A survey from 1865 to the present, concerned with the chief events which explain the growth of the United States to a position of world power. Offered alternate years. [A,3]

**HIS 200 Independent Study in History (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**HIS 201 Ancient Greece (4 hours)**

This course will examine the Greeks from their Minoan and Mycenaean antecedents through the rise of Macedonia in the mid-fourth century B.C.E. Students will investigate the political, social, economic and cultural aspects of Greek civilization as well as an appreciation of the Hellenic world's legacy. Specific topics include: the collapse of Mycenaean civilization and the problem of a "Dark Age;" the rise, development and failure of the polis system; Greek contact with eastern cultures; the political significance of hoplite warfare; the roles of women in various Greek poleis; competing models of Greek political organization. Offered spring semester in alternate years. [E,1]

**HIS 202 Roman History (4 hours)**

This course will trace the history of Rome from its Italian precursors through the ascension of Constantine. Topics will include political, religious, social, cultural and economic aspects of Rome's development, focusing on the origins, maturation, decline and transformation of its civilization. Offered spring semester in alternate years. [E,1]

**HIS 211 The Renaissance and Reformation (4 hours)**

Students will study the significant changes in European art, thought and institutions during the period from 1300 to 1550. The course will focus on critical readings of primary sources from this era. Offered fall semester in alternate years. [E,2]

**HIS 212 Early Modern Europe (4 hours)**

This course will examine the development of European society and politics from the end of the Reformation to the eve of the French Revolution. Special emphasis will be placed on the development of the modern state, the contest between absolutism and constitutionalism and the Enlightenment. Offered spring semester in alternate years. [E,2]

**HIS 213 The Age of Revolution—Europe and the Atlantic World 1776-1849 (4 hours)**

The "old regime" (serfdom, rule by monarchs and nobles and a politically powerful church) and an agrarian way of life had prevailed in much of Europe and the New World since the Middle Ages. From 1776 on, however, a series of upheavals, such as the American and French revolutions, the Napoleonic Wars, the Latin American Wars of Independence and the European revolutions of 1820-21, 1830-31 and 1848-49 had challenged the old order. This course studies the events of this dramatic period, including the Industrial Revolution and the rise of romanticism, socialism, nationalism and liberalism. [E,3]

**HIS 214 The Age of Empire and Nationalism—Europe 1848-1914 (4 hours)**

The six decades following the revolutions of 1848 were a period of remarkable power, prosperity and creativity in Europe. New nation-states (Germany and Italy) were formed; old multiethnic empires (Russia and Austria-Hungary) seemed rejuvenated; and Europeans acquired immense colonial empires. Meanwhile, industrialization and modern science and art revolutionized European life and thought. However, this fusion of cultural and economic modernity with social and political conservatism concealed grave weaknesses that would lead, beginning in 1914, to the upheavals of world war, communism and fascism. Offered every three years. [E,3]

**HIS 215 Europe: From World Wars to Cold War (4 hours)**

This course examines the disasters that befell Europe in the three decades after 1914: World War I; the Russian Revolution; the ill-fated Treaty of Versailles; the rise of Mussolini; the Great Depression; the dictatorships of Hitler and Stalin; the spread of fascism in the 1930s; World War II. The course discusses the reasons for the failure of the international order to prevent two horrific military conflicts and for the failure of moderate forces in many European countries – including Russia, Germany, Italy and Spain – to block the rise to power of violent and millenarian political forces. Offered every three years. [E,3]

**HIS 219 German History Since 1800 (4 hours)**

This course is a survey of German history in the 19th and 20th centuries, focusing on the unification of Germany in the 19th century, the Bismarckian state, the two world wars, the Weimar Republic, the Third Reich and the division and subsequent reunification of Germany after World War II. Offered every three years. [E,3]

**HIS 220 Russia under the Tsars (4 hours)**

This course studies the thousand years from the formation of the Kievan state until the abolition of serfdom. It covers the Mongol invasion, the rise of Muscovy, the reign of Ivan the Terrible and the Time of Troubles, Imperial Russia's Westernization under Peter the Great and its apogee under Catherine the Great and her grandsons. Offered fall semester every three years. [E,2,3]

**HIS 221 Russian History Since 1861 (4 hours)**

This course studies Russian history from the abolition of serfdom, which began Imperial Russia's last attempt to reform itself and stave off revolution, until the present. It also covers the 1905 and 1917 revolutions, the rise of communism, the era of Lenin and Stalin and the fall of the communist system. Offered fall semester every three years. [E,3]

**HIS 240 Latin America to Independence (4 hours)**

Latin American history from the origins of pre-Columbian civilizations to independence will be examined by exploring the origins and development of indigenous societies in Mesoamerica and the Andes; the conquest and colonization of (what became) Spanish and Portuguese America; the nature of colonial control; the response of indigenous populations to colonial society, administration and religion; the developing tensions between Spaniards and Creole elites. The movement for independence, which arose from a variety of issues, created by contrasting views and concerns of distant European authority and local cultural identity, will be studied. Finally, the major challenges that faced the newly emergent Latin American nations will be considered. Offered in alternate years. [L,2]

**HIS 290 Special Topics in History (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**HIS 301 History of Christianity (4 hours)**

This course will examine the origins and development of Christianity through the modern era. Special areas of interest include the structure and organization of the church, the development of liturgy and doctrine and the counterpoint between orthodoxy and heresy. A central question will be the relationship between the “three pillars” of doctrine—revelation, reason and tradition—and social pressures in the history of the church and doctrine. Offered spring semester in alternate years. [E,1,2] Prerequisite: HIS 101.

**HIS 306 The Rise of the Roman Empire 270-130 B.C. (4 hours)**

Polybius once remarked that the most remarkable events in history were that in only 53 years the Roman Republic obtained undisputed mastery over the Mediterranean world. This course will examine the rise of the Roman Empire during the late third and second centuries B.C., focusing on patterns of diplomacy, in particular Rome’s dealings with the states of Greece, Egypt and the Near East. Offered every three years. [E, 1] Prerequisite: HIS 101.

**HIS 307 The End of the Roman Republic 130 B.C.-14 A.D. (4 hours)**

One of the more important historical questions has been the one that asks “How did the Roman republic become the Roman Empire?” This course will examine that problem with respect to the end of the Republic as a historiographical issue and a source problem. A central component of the course will be the close examination of two important works on the subject, Eric Gruen’s Last Generation of the Roman Republic and Ronald Syme’s seminal Roman Revolution, arguably one of the most influential and controversial books on Roman history. Offered every three years. [E, 1] Prerequisite: HIS 101.

**HIS 309 The Fall of Rome and the Dark Ages (4 hours)**

This course will examine the “fall” of the Roman Empire in late antiquity and the subsequent rise of barbarian kingdoms in Europe. The primary issue will be to determine whether the Roman Empire did in fact “fall” during this time or whether the period actually marks a transition, the birth of Europe. The role of Christianity in the transformation of Europe will be a major focus of discussion, as well as other social, political and economic issues. Offered every three years. [E,1] Prerequisite: HIS 101.

**HIS 310 The Age of Chivalry, 800-1450 (4 hours)**

This course will cover the High and Later Middle Ages, from the later Carolingian period through the War of the Roses. The main focus will be on the evolution of state and society in northern and Western Europe during these periods. Special attention will be given to such events as the rise of feudal monarchies, the Investiture Contest, the Norman Conquests, and the Hundred Years’ War. Offered spring semester in alternate years. [E,1] Prerequisite: HIS 101.

**HIS 311 The Crusades (4 hours)**

During the late 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> centuries Western Europe, which had long been the prey of foreign invaders, became the feared hunter in the eastern Byzantine and Muslim worlds. The Crusades represented a tremendous clash between civilizations, with both destructive and beneficial consequences whose effects lasted for centuries. Students will study the Crusades from both the European and Arab viewpoints. [E,1] Prerequisite: HIS 101.



**HIS 313 The Origins of European Imperialism, 950-1750 (4 hours)**

From the tenth century onwards one can see a progressive expansion of Western Europe, first to the fringes of the European continent, and then to Africa, Asia, and the Americas. This course charts the course of early European expansion, examining the causes of the European diaspora, the nature of colonial societies and the interactions between Europe and the wider world during the first Global age. [E, 1, 2] Prerequisite: HIS 101.

**HIS 314 Modern European Imperialism (4 hours)**

European imperial states reached the peak of their power in the nineteenth century. These little states crowded onto a peninsula jutting off the west side of Asia somehow came to control up to three-quarters of the rest of the world. How they did so, why they did so, what the colonized thought of these interlopers, how the colonized and the colonizers affected each other, how the local populations of the colonies threw off their imperial yokes, and what were the long-range consequences for both sides will be topics of our study during this semester. Prerequisite: HIS 102.

**HIS 319 Rise and Fall of the Third Reich (4 hours)**

The course examines the roots of National Socialism in Germany before World War I; the reasons for the failure of the Weimar Republic in the 1920s, which ended in Hitler's coming to power; and the nature of Hitler's dictatorship, with its policies of totalitarian rule, world war and genocide. Offered every three years. [E,3] Prerequisite: HIS 102.

**HIS 330 Between World Wars: The United States, 1920-1945 (4 hours)**

During this period of war, prosperity and depression, the United States underwent dramatic economic, political, social and cultural changes. The interwar years witnessed the emergence of the United States as a world power, an increasingly sophisticated women's movement, the rise of mass production and mass consumption and a variety of new challenges to social and economic policies. The Great Depression and the New Deal brought further challenges to traditional liberal political and economic assumptions as the federal government intervened in nearly every aspect of American life. World War II again transformed the nation as it ushered in the "age of affluence" and cold wars in the international and domestic realms. Offered alternate years. [A,3] Prerequisites: HIS 130 and HIS 131, or permission of the instructor.

**HIS 331 The Age of Affluence: The United States Since 1945 (4 hours)**

An interdisciplinary study of American life since World War II, this course will emphasize political, economic and social developments. Foreign policy is considered principally with respect to its impact on domestic affairs. Offered alternate years. [A,3]

**HIS 340 Dictatorship and Democracy in Latin America (4 hours)**

This course will examine the roots, character and impact of authoritarian rule – and resulting resistance movements – in Latin America. Included will be a look at the caudillos that competed for power after independence, the Liberal dictatorships of the late 19th century, the Depression Dictators of the 1930s, Populist dictators of the 1940s and 1950s and the rise of military-bureaucratic dictatorships in the 1960s and 1970s. An understanding will be sought for why almost all political orientations (Republicanism, Liberalism, nationalism, Populism and Communism) offered up a dictator as their champion at some point in Latin American history and how Latin American nations have been able to make a transition to democracy. Finally, consideration will be given to how dictatorships affect the everyday lives and perceptions of the people living under them and in their aftermath. Offered alternate years. [L,3] Prerequisite: HIS 240 or permission of the instructor.

**HIS 400 Advanced Independent Study in History (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**HIS 410 The Vikings and the Anglo-Saxons (4 hours)**

This course examines the meteoric rise of the Scandinavians from obscurity to become the terror of Europe in the eighth through the 11th centuries. For purposes of comparison, a look also will be taken at the Vikings' more "civilized" cousins, the Anglo-Saxons. While both medieval and modern historians have tended to draw a thick line between these two cultures, this course will suggest that both represent aspects of a general political, economic and cultural zone in the Northern Seas. Offered every three years in the spring. [E,1] Prerequisites: HIS 101 and either junior or senior standing, or permission of the instructor.

**HIS 412 Radical Religion and Revolution (4 hours)**

This course will examine the role of radical theologies in shaping a series of rebellions and revolutions in the Middle Ages and the Early Modern era. Some of the conflicts studied will include the Hussite Revolution, the German Reformation and the English Civil War. In addition, some modern examples illustrating the connections between religion and revolutionary thought, in particular, liberation theology in Latin America and the current crisis in the Middle East will be considered. Offered every three years in the spring. [E,2] Prerequisites: HIS 101 and either junior or senior standing, or permission of the instructor.

**HIS 413 The Witch Craze (4 hours)**

The era of the Renaissance, the supposed "rebirth" of classical civilization, also witnessed one of the more horrific episodes of modern times: the witch-craze of the 16<sup>th</sup> and 17<sup>th</sup> centuries. Large-scale persecution of witches peaked in the years between 1590 and 1630. Although there has been a good deal of scholarly work done on the problem, much of it has been marred by misconceptions and methodological errors. Our task in this course will be to attempt to come to a more sophisticated understanding of the persecution of witches, its causes, and the relationship of the "witch-craze" to the development of modern consciousness. Offered every three years in the spring. [E,2] Prerequisite: HIS 101 and either junior or senior standing, or permission of the instructor.

**HIS 430 American Civil War and Reconstruction (4 hours)**

A course emphasizing the causes of conflict, the wartime period and major changes that occurred. Offered irregularly. [A,3] Prerequisites: HIS 130 and 131, or permission of instructor.

**HIS 431 History of United States Foreign Relations (4 hours)**

This course is a study of major developments in American diplomacy from the end of the Revolution until 1945. Offered alternate years. [A,3] Prerequisite: at least one prior United States history course, or permission of the instructor.

**HIS 450 Senior Seminar in Historiography (2 hours)**

This course constitutes the capstone for the history major. The seminar will give students the opportunity to reflect on their previous course work and develop their skills through careful reexamination of major texts and the revision of a major paper. The course will involve regular presentations and discussion. Prerequisites:

Enrollment limited to declared Senior History majors and Senior students with IPMs demonstrating a concentration in History.

### **HIS 451 Internship in History (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Atlanta History Center, the Atlanta Preservation Center, the Holocaust Center and the Coosawattee Foundation archeological dig. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

### **HIS 490 Advanced Special Topics in History (4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## **HON (Honors)**

### **HON 101 Introduction to Honors (1 hour)**

This seminar introduces first-year prospective honors students to the honors program by combining the features of the HON 201 seminars with a general introduction and overview to the aims and features of the program. Graded on a satisfactory/unsatisfactory basis.

### **HON 201 Honors Seminar (1 hour)**

This seminar, led by faculty members from two substantively and conceptually different disciplines, considers a question, problem, proposition, text, period of time, project, etc. The seminar focuses on student research, writing and presentations and emphasizes an interdisciplinary approach. Two semesters of HON 201 Honors Seminar are required. Graded with a letter grade, "A" through "F." Prerequisite: Application and admission into the honors program.

### **HON 301 Honors I (1 hour)**

In this course, with the aid of a faculty supervisor, the student selects and begins to research a thesis topic. A preliminary prospectus is developed along with a reading list. The student attends a series of research skills sessions. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the director of the honors program and the faculty supervisor, a 3.3 cumulative grade-point average and a 3.5 cumulative grade-point average in the field in which the honors research is to be conducted. Specific disciplines may have additional expectations for successful completion of an honors thesis in that area. Please see specific discipline/major webpages or faculty for details.

**HON 302 Honors II (1 hour)**

In this course the student continues to research in order to refine the prospectus of the honors project. The prospectus and related materials are submitted to a select group of faculty who must approve the student's preparedness to continue the program. Honors students enrolled in this seminar will present their scholarship proposals before the group and begin the draft process of the formal thesis scholarship. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Completion of HON 301 with a grade of "S" (Satisfactory).

**HON 401 Honors III (2 hours)**

Under continued direction of the faculty supervisor, intensive research of the thesis topic is undertaken in this course. Preparation of a first draft is submitted to the student's reading committee. Graded with a letter grade, "A" through "F." Prerequisite: Completion of HON 302 with a grade of "S" (Satisfactory).

**HON 402 Honors IV (2 hours)**

Revisions are made and a final draft of the thesis is submitted to the student's reading committee. A formal defense of the thesis may be scheduled. An appropriate oral presentation of the honors work also will be required in an academic setting. Prerequisite: Minimum grade of "C" in HON 401. A grade of "I" (Incomplete) in HON 401 is not acceptable.

[\(Back to ToC\)](#)

**INS (International Studies)****INS 200 Independent Study in International Studies (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**INS 400 Advanced Independent Study in International Studies (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**INS 401 Internship in International Studies (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Southern Center for International Studies, Hispanic Chamber of Commerce, the United States Department of State and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an

internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

[\(Back to ToC\)](#)

## **INT (Interdisciplinary Studies)**

### **INT 200 Independent Study in Interdisciplinary Studies (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **INT 290 Special Topics in Interdisciplinary Studies (1-5 hours)**

These courses will focus on materials and topics that transcend the boundaries of specific academic disciplines and are not offered on a regular basis. Such courses have included Bioethics; Environmental Science; Art of the Film I and II; Film Adaptations of Novels; and What Counts As Art? (which included a trip to New York City). Prerequisite: See individual course listing in the current semester course schedule.

### **INT 400 Advanced Independent Study in Interdisciplinary Studies (1-4 hours)**

This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **INT 401 Internship in Interdisciplinary Studies (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

### **INT 490 Advanced Special Topics in Interdisciplinary Studies (4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## JPN (Japanese)

### **JPN 101, JPN 102 Elementary Japanese I, II (4 hours each)**

This is a one-year course sequence in beginning Japanese aimed at developing basic skills in speaking, reading, writing and aural comprehension. The *kana* and *kanji* writing systems are introduced. Prerequisite: None for JPN 101; JPN 101 or placement by testing for JPN 102.

### **JPN 200 Independent Study in Japanese (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **JPN 201 Intermediate Japanese I (4 hours)**

A continuation of elementary Japanese, the first semester of the second-year sequence focuses on conversational skills and vocabulary building and extends the student's proficiency in reading and writing. Aspects of the Japanese culture and society are also explored. Prerequisite: JPN 102 or permission of the instructor.

### **JPN 202 Intermediate Japanese II (4 hours)**

This course consolidates and integrates the student's knowledge of basic grammatical patterns and introduces advanced grammatical structures. Further practice in reading and writing prepares the student to pursue further study in areas related to his or her major. Audio-visual materials are used more extensively to supplement the main text. Prerequisite: JPN 201 or permission of the instructor.

### **JPN 250 Princes, Hermits and Courtesans: Traditional Japanese Literature in Translation (4 hours)**

This course is a survey of Japanese literature from the classical, medieval and early modern periods. Students will read and analyze selections from poetry, court diaries, historical epics, vernacular literature and early modern drama. Background on the social, aesthetic and religious foundations of Japanese literature will be presented. The importance of women's writing will be addressed, as will the interplay between "high" and "low" forms of literature. Readings will include selections from *The Tale of Genji*, *The Tale of the Heike*, *The Narrow Road to the Deep North*, *The Life of an Amorous Woman* and *The Tale of the Forty-seven Samurai*. All readings will be in English. Prerequisite: COR 102.

### **JPN 251 Identity and Nation in Modern Japanese Literature (4 hours)**

Identity and nation will be investigated through readings in modern fiction from the late nineteenth century to the present. Thematic units will focus on the influence of European notions of literature, gender and sexuality, writers and the war, and identity in the post-bubble era. Readings will include works by Mori Ogai, Higuchi Ichiyo, Tanizaki Jun'ichiro, Mishima Yukio, and Murakami Haruki. Class discussions will be supplemented by lectures on history and culture. All readings are in English translation.

### **JPN 290, JPN 291 Special Topics in Japanese Language, Literature and Culture I, II (4 hours each)**

Topical aspects of the literature and cultural phenomena associated with the Japanese language are explored through readings in English in this course. Prerequisite: See individual course listing in the current semester course schedule.

**JPN 400 Advanced Independent Study in Japanese (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**JPN 490, JPN 491 Advanced Special Topics in Japanese Language, Literature and Culture I, II (4 hours each)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**LAT (Latin)****LAT 101, LAT 102 Elementary Latin I, II (4 hours each)**

This course is beginning Latin, designed to present a foundation in classical Latin grammar and syntax and to introduce students to Roman literature and history. Prerequisite: None for LAT 101; LAT 101 or placement testing required for LAT 102.

**LAT 201, LAT 202 Special Topics in Latin Language, Literature and Culture I, II (4 hours each)**

Aspects of the literature and cultural phenomena associated with the Latin language are explored in this two-semester sequence of courses. Prerequisite: Permission of the instructor.

[\(Back to ToC\)](#)

**MAT (Mathematics)****MAT 111 Statistics (4 hours)**

This course introduces students to both descriptive and inferential statistics. Topics include describing data graphically and numerically, normal distributions, correlation and linear regression, basic probability, sampling distributions, the Central Limit Theorem, confidence intervals and hypothesis tests. For the last two topics, the following will be mastered: z-procedures (one and two populations), t-procedures (one and two populations), and ANOVA. Offered every semester.

**MAT 120 Introduction to Functions (4 hours)**

The objective of this course is to equip students with the algebraic reasoning and skills for MAT 121 Applied Calculus or MAT 130 Advanced Functions. The function concept is developed in algebraic, graphical and numerical forms, with attention to rates of change, domain, range and inverses. The following categories of functions are discussed in terms of their analytic, graphical, and numerical properties: linear, quadratic and other polynomials, power, rational, exponential and logarithmic. The course includes modeling of real-world data with these functions. Offered every fall semester.

**MAT 121 Applied Calculus (4 hours)**

This is the recommended calculus course for students in accounting, business, economics and the social sciences. The goal of this course is to present calculus in an intuitive yet intellectually satisfying way and to

illustrate the many applications of calculus to those students' fields. Topics include functions, rates of change, the derivative, techniques of differentiation (exact and approximate), optimization and other applications of the derivative, integration, the Fundamental Theorem of Calculus, applications of integration, functions of several variables, partial derivatives and multivariable optimization (Second Derivatives Test and Lagrange multipliers). Offered every semester. Prerequisite: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#)), or prior completion of MAT 120 with a grade of "C-" or higher.

#### **MAT 130 Advanced Functions (4 hours)**

The objective of this course is to equip mathematics and science students with the skills needed for Calculus I. Topics include basic analytic geometry, trigonometry (functions, equations and identities), complex numbers, polar coordinates, vectors in the plane, parametric equations and transformation of coordinates. Offered every spring semester. Prerequisite: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#)), or prior completion of MAT 120 with a grade of "C-" or higher.

#### **MAT 131 Calculus I (4 hours)**

Calculus I, II, III, and IV form the recommended calculus sequence for students in mathematics and the sciences. The objective of these courses is to introduce the fundamental ideas of the differential and integral calculus as they pertain to functions of both one and several variables. Topics for Calculus I include limits, continuity, rates of change, derivatives, the Mean Value Theorem, applications of the derivative, related rates, optimization problems, introduction to area and integration, and the Fundamental Theorem of Calculus. Offered every fall semester. Prerequisite: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#)) or prior completion of MAT 130 with a grade of "C-" or higher.

#### **MAT 132 Calculus II (4 hours)**

This course is a continuation of Calculus I. Topics include inverse functions, exponential and logarithmic functions, techniques of integration, and applications of integration, sequences and series. Offered every spring semester. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 5.4.1.](#)); or prior completion of MAT 131 with a grade of "C-" or higher; or prior completion of MAT 121 with a grade of "B" or higher and concurrent permission of instructor.

#### **MAT 200 Independent Study in Mathematics (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see the Independent Study Policy ([Sec. 5.15.](#)). Offered irregularly.

#### **MAT 233 Calculus III (4 hours)**

This course is a continuation of Calculus II. Topics include the basic geometry of Euclidean 3-space (vectors, lines, planes), vector functions/curves (limits, derivatives, and integrals), and multivariable functions (limits, partial derivatives, and double integrals). Offered every fall semester. Prerequisite: MAT 132 with a grade of "C-" or higher.

#### **MAT 234 Calculus IV (2 hours)**

This course is a continuation of Calculus III. Topics include triple integrals (Cartesian, cylindrical, and spherical coordinates), coordinate changes via the Jacobian, curves, surfaces, vector fields (field diagrams, divergence,



gradient, and curl), line integrals, surface integrals, Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Offered every spring semester. Prerequisite: MAT 233 with a grade of "C-" or higher.

**MAT 236 Differential Equations (4 hours)**

The objective of this course is to introduce the fundamental ideas of the theory of ordinary differential equations and to consider some of the applications of this theory to the sciences. Topics include equations of order one, applications of equations of order one, linear differential equations, linear equations with constant coefficients, nonhomogeneous equations, undetermined coefficients, variation of parameters, applications of equations of order two and power series solutions. Offered the spring semester of even years. Prerequisite: MAT 233 with a grade of "C-" or higher.

**MAT 241 Proof & Logic: An Introduction to Post-Calculus Mathematics (4 hours)**

This course serves as a general introduction to advanced mathematics. As such, it will consider various methods of proof communicated through good mathematical writing. Topics are drawn from logic, set theory, functions, relations, combinatorics, graph theory and Boolean algebra. Offered every fall semester. Prerequisite: MAT 132 with a grade of "C-" or higher.

**MAT 290 Special Topics in Mathematics (1-4 hours)**

Courses of special topics will be offered periodically as determined by the needs of the curriculum. Offered irregularly. Prerequisite: See the individual course listing in the current semester course schedule.

**MAT 349 Classical and Modern Geometries (4 hours)**

This course provides a rigorous survey of classical and modern geometries. The intellectual and historical impact that geometry has had over the millennia is an underlying theme. Topics include: axiomatic and topological foundations; Euclidean geometry and its constructions; hyperbolic geometry; spherical geometry; projective geometry; and finite geometries. Offered irregularly. Prerequisite: MAT 241 with a grade of "C-" or higher.

**MAT 361 Probability (4 hours)**

This course provides a calculus-based study of probability. Topics include set-theoretic, axiomatic and combinatorial foundations, basic rules, conditional probability, independence, discrete and continuous random variable theory, special discrete and continuous models, probability plots and joint distributions. Offered the fall semester of even years. Prerequisites: MAT 132 and MAT 241, each with a grade of "C-" or higher.

**MAT 372 Linear Algebra (4 hours)**

The objective of this course is to introduce the fundamental ideas of linear algebra. Topics include linear equations, matrices, determinants, vector spaces, inner products, linear transformations, eigenvalues and eigenvectors. Offered the spring semester of odd years. Prerequisites: MAT 132 and MAT 241, each with grade of "C-" or higher.

**MAT 400 Advanced Independent Study in Mathematics (1-4 hours)**

Offered rarely

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see the Independent Study Policy ([Sec. 5.15.](#)). Offered irregularly.

**MAT 471 Abstract Algebra (4 hours)**

The objective of this course is to introduce the fundamental ideas of modern algebra. Topics include sets, mappings, the integers, groups, rings and fields. Offered the fall semester of odd years. Prerequisites: MAT 241 and MAT 372, each with grade of "C-" or higher.

**MAT 482 Real Analysis (4 hours)**

Real analysis is a very natural extension of calculus. In the first part of the course, we will develop rigorous proofs of many key calculus theorems – theorems whose validity was only *assumed* in the Calculus sequence. From there, we will move to a formal consideration of real numbers and point-set topology, which are extensions of the more elementary notions learned in calculus. Offered the spring semester of odd years. Prerequisites: MAT 233 and MAT 241, each with grade of "C-" or higher.

**MAT 490 Advanced Special Topics in Mathematics (4 hours)**

Selected topics in advanced mathematics are offered such as advanced abstract Algebra, combinatorics, differential geometry, dynamical systems, game theory, graph theory, mathematical statistics, number theory, numerical analysis, set theory, and topology. Offered the spring semester of even years. Prerequisite: Will depend on the topic but will include a minimum of MAT 241 with a grade of "C-" or higher.

**MAT 491 Internship in Mathematics (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Lynwood Park Community Center Education Program, Internal Revenue Service and various actuarial and consulting firms. Graded on a satisfactory/unsatisfactory basis.

Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

**MAT 496 Senior Seminar in Mathematics (2 hours)**

This course stresses the communication of mathematical ideas – both in written and oral/multimedia forms. Content will be appropriate for a senior level course in areas like complex analysis, dynamical systems, and topology. Course topics will be chosen taking into consideration recent offerings and the needs of the Oglethorpe community. Offered every spring semester. Prerequisites: MAT 241 with a grade of "C-" or higher and Senior standing.

[\(Back to ToC\)](#)

**MUS (Music)****MUS 134 University Singers (1 hour)**

This is the University's auditioned, mixed-voice concert choir. It is the primary musical ensemble for the study and performance of choral music, both accompanied and unaccompanied, from the renaissance to the present. The University Chorale chamber choir is chosen by audition from members of the University Singers. Offered every semester. Prerequisites: An audition and permission of the instructor/conductor.

**MUS 135 Beginning Class Voice (1 hour)**

This course is an introduction to the basics of singing which includes posture, breath pressure, phonation, diction, tone and intonation. A variety of easy vocal literature will be studied and performed. Offered every other spring semester. Prerequisite: Permission of the instructor.

**MUS 136 Applied Instruction in Music (1-2 hours)**

The study, practice and performance of techniques and literature on an individual basis. The following areas of private lessons are available: Instrumental (strings, brass and woodwinds); Piano; Voice; Guitar; and Harpsichord. Provides one thirty-minute lesson per week; the semester may culminate in a jury exam if deemed appropriate by the instructor. The instructor determines level of study (beginning, intermediate or advanced) and sets appropriate goals. Offered every semester. Prerequisite: Permission of the instructor or the director of music.

**MUS 144 Oglethorpe Concert Winds (1 hour)**

Oglethorpe Concert Winds is a general curriculum course that includes woodwinds, brass and percussion. The ensemble studies and performs standard collegiate wind ensemble literature and is open to all students with band or orchestra experience. For exceptional players this requirement may be waived. Those without an instrument may make arrangements for rental through the University. The Oglethorpe Pep Band is drawn from members of the OU Concert Winds. Offered every semester. Prerequisite: Permission of the instructor.

**MUS 290 Special Topics in Music (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum such as Brass or String Ensemble; Fundamentals of Music; Basic Techniques of Conducting; Keyboard Accompanying; Studies in Jazz, etc. Prerequisite: see individual course listings in the current semester course schedule.

**MUS 335 Roots of American Music (4 hours)**

This seminar-type course will explore the diversity of music making in the United States through focused studies of selected cultures and traditions (folk and ethnic, popular, and jazz). The musical panorama includes American Indian, African, Hispanic and Latin American, southern Country, blues, popular sacred and secular, and jazz. In addition to classroom discussions, concerts and listening assignments, there will be in-class presentations and a research project. Offered every other spring semester.

**MUS 400 Advanced Independent Study in Music (1-4 hours)**

Supervised advanced research on a selected project or paper. It provides students an opportunity to study and analyze, in depth, a specific musical style, composer, work, genre, etc. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**MUS 490 Advanced Special Topics in Music (4 hours)**

This course will be offered periodically as determined by the needs of the curriculum and will be a study of a selected topic in music, such as Masterpieces of Choral Literature; Philosophy of Music and Aesthetics; and World Music. Offered upon sufficient demand. Prerequisite: COR 103 or permission of the instructor.

[\(Back to ToC\)](#)

## **NPM (Nonprofit Management)**

### **NPM 220 The Nonprofit Sector (4 hours)**

Through both readings and field experience in nonprofits students will explore the nonprofit sector beginning with the mission of nonprofits. The traditional functions of any business will be explored along with the functions specific to nonprofits such as fund development and the management of volunteers. Current topics in nonprofits including connected capitalism will be included. Professional development of students is emphasized.

[\(Back to ToC\)](#)

## **OGL (Oglethorpe)**

### **OGL 101 Introduction to Oglethorpe (1 hour)**

This is a group-oriented seminar style course facilitated by upper-class peer mentors working with faculty and staff members, and expressly focused on topics of interest and concern for transfer students and international students. Utilizing a somewhat less formal environment than the traditional classroom, the seminar is designed to help students successfully integrate into the Oglethorpe community. Seminar activities will familiarize the students with resources available to them including academic, financial, recreational, IT, library and student success. The seminar may also address personal goal setting, career exploration and decision making, and leadership opportunities. Graded with a letter grade "A" through "F."

[\(Back to ToC\)](#)

## **PHI (Philosophy)**

### **PHI 101 What is Philosophy? (4 hours)**

This course introduces students to philosophy through some of the major works in philosophy's history. Socrates' dictum "... an unexamined life is not worth living" will be taken as the motto. Philosophy, in other words, is not just a way of thinking, but a way of life that requires examination of ideas and the world in which we live with clarity and courage. Offered every fall.

### **PHI 200 Independent Study in Philosophy (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **PHI 201 Formal Logic (4 hours)**

This course is a survey of formal techniques used in evaluating and analyzing arguments. Syntax, semantics and proof systems of both propositional logic (the truth-functions) and predicate calculus will be covered. Offered biennially in the spring.

**PHI 202 Ethical Theory (4 hours)**

In this course, students will read several contemporary works concerning the nature of the ethical. Works will be drawn from both the analytic and the Continental traditions and an effort will be made to put the two traditions into dialogues with each other. Offered biennially in the spring.

**PHI 204 Plato (4 hours)**

This course is a study of the philosophy of Plato through a reading of his major dialogues. In addition to the “Socratic” dialogues, readings will include the *Phaedo*, *Phaedrus*, *Symposium*, *Republic* and *Timaeus*. Offered biennially in the fall.

**PHI 205 Aristotle (4 hours)**

This course is a study of the philosophy of Aristotle through a reading of his major works. Readings will include portions of the *Logic*, *Physics*, *DeAnima*, *Metaphysics* and *Nicomachean Ethics*. Offered biennially in the fall.

**PHI 206 Modern Philosophy (4 hours)**

The early modern period (early 1600s to mid-1700s) is one of the most fertile in philosophy’s history and the period when many of philosophy’s central themes and methods come to be most clearly articulated. The goal in this course will be to acquire a basic understanding of the thought of the continental Rationalist (of particular note will be their views on the nature, sources, and extent of knowledge and their views on metaphysics [the study of reality in its broadest and most general terms]). Their views are interesting in themselves but also essential to the study of more recent philosophy and helpful in gaining a sense of the intellectual life of early modern Europe. Offered biennially in the spring.

**PHI 207 Aesthetics (4 hours)**

What makes something a work of art and not a pile of bricks? Presumably the same thing that makes something a work of art and not a collection of particles of non-organic matter suspended in linseed oil and pressed against a prepared oak panel. But what is that thing? Put more broadly: is there a real distinction between what counts as a work of art and what doesn’t? Over the course of the semester various philosophical attempts to come to terms with these sorts of questions will be examined. Offered biennially in the fall.

**PHI 208 Philosophy of Science (4 hours)**

Philosophical analyses of central scientific concepts – prediction, explanation, evidence, and laws will be explored in this class. There will be a special emphasis on the distinction between science and pseudoscience and the relation between theory and observation. Offered biennially in the spring.

**PHI 290 Special Topics in Philosophy (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**PHI 302 Epistemology (4 hours)**

This course will cover various issues concerned with the nature and validity of human knowledge. The topics studied will include the distinction between knowledge and belief, arguments for and against skepticism, perception and our knowledge of the physical world and the nature of truth. Offered triennially in the fall. Prerequisites: 8 semester hours in philosophy courses with a grade of “C-” or higher.

**PHI 303 Space, Time and God (4 hours)**

This course examines our conception of the universe as a totality, both in its own nature and in relation to an external cause. We will consider whether space and time are “absolute” realities or only systems of relations among objects, whether they are finite or infinite and whether or not there logically could exist space-time universes in addition to our own. The course will conclude with the question of whether our space-time universe is self-sufficient or requires an ultimate cause or explanation (God) outside of itself.

**PHI 304 Philosophy of Mind (4 hours)**

This course involves the study of philosophical questions about the nature of human persons. Students will examine 1) the mind-body problem – the nature of the mind and consciousness and the relation of consciousness to physical processes within the body; 2) personal identity – what makes a person one mind or subject both at a single moment and over time; 3) free will – the status of a person as a free agent and the relation of this freedom to the causally determined processes in the person’s body.

**PHI 305 Nietzsche (4 hours)**

In this course students will study the philosophy of Nietzsche through a reading of his major works, including *The Birth of Tragedy*, *The Uses and Abuses of History for Life*, *Thus Spake Zarathustra*, *Beyond Good and Evil*, *Twilight of the Idols* and *The Anti-Christ*. Students will also study some contemporary and influential readings of Nietzsche.

**PHI 306 Metaphysics (4 hours)**

Metaphysics is that branch of philosophy that conducts the most general inquiry possible into the nature of reality. It asks questions like: What is the nature of space and time? What is substance? What is the distinction between substances and those characteristics - properties - shared by multiple substances? What is the nature of possibility and necessity? Offered biennially in the fall. Prerequisites: 8 semester hours in philosophy courses with a grade of “C-” or higher.

**PHI 307 Existentialism (4 hours)**

Existentialism has a gloomy reputation, and that reputation is wholly undeserved. Far from being a moody, angst-ridden meditation on the futility of human existence, existentialism is focused on everyday experience and on the extent to which philosophical reflection always and already takes place in the context of a world. It seeks to illustrate the task, as Merleau-Ponty has it, “not of explaining the world or of discovering its conditions of possibility, but of formulating an experience off the world.” It’s on this notion of a formulation of experience that this course will concentrate, focusing mainly on Sartre’s Being and Nothingness. Offered biennially in the fall. Prerequisites: two courses in philosophy or permission of the instructor.

**PHI 323 Internship in Philosophy (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the American Civil Liberties Union, the Georgia Attorney General’s Office and Georgia Justice Project. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the

internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**PHI 400 Advanced Independent Study in Philosophy (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**PHI 401 The Philosophical Response to the Scientific Revolution (4 hours)**

This course is a study of the philosophical systems of Hobbes, Descartes, Spinoza and Leibniz. Each of these philosophies is an attempt to come to terms with the scientific picture of the world which had been given to the West by Copernicus and Galileo. The course begins with the materialist philosophy of Hobbes, followed by Descartes' dualistic (between mind and matter) view of the created world and then considers Spinoza's pantheistic monism and Leibniz's idealistic atomism as responses to the difficulties in the Cartesian philosophy.

**PHI 403 Heidegger's *Being and Time* (4 hours)**

This course involves a close and patient reading of one of the most important and difficult works of Continental philosophy. An effort will be made to avoid speaking "heideggerianese" and to translate the dense language of the text into a way of speaking accessible to students. Prerequisites: PHI 205 or PHI 206, plus any other additional Philosophy course.

**PHI 404 20<sup>th</sup> Century Continental Philosophy (4 hours)**

Continent philosophy is a somewhat contentious notion for two reasons. First, there are some who doubt whether it is philosophy at all, Secondly, there are those who wonder whether it is actually a helpful description. What this course intends to do is look at French philosophy with a German accent, taking as its guiding thread Derrida's celebrated claim that philosophy today is a continual dialogue with Hegel, Husserl and Heidegger. Offered biennially in the spring. Prerequisites: 12 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 405 20<sup>th</sup> Century Analytic Philosophy (4 hours)**

Analytic philosophy has come to dominate philosophy in English-speaking countries. It is difficult to characterize easily because it is not really dominated by any one overarching issue or methodology, but instead by an overlapping set of issues and methodologies. It is characterized, too, by a respect for the natural sciences and the methodology of modern linguistics. This course will focus on the logical positivist movement that grew out of classic British empiricism and the simultaneous development of Frege and Russel's views. Then the Quinean rejection of logical positivism will be traced and Quine's extreme naturalism, concluding with Kripke and a return to a classic style of philosophy. Offered biennially in the spring. Prerequisites: 12 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 406 Philosophy of Language (4 hours)**

Philosophy of language is traditionally an inquiry into the most general features of structured communication. This course will deal with questions such as the nature of meaning (how is it that words come to mean things?), the nature of linguistic content (what do words express?), and the analysis of conversation (including metaphor,

non-literal meaning, presupposition, and conversational implicature). Prerequisites: PHI 206 and any other Philosophy course.

**PHI 490 Advanced Special Topics in Philosophy: Philosophers (4 hours)**

Intensive study of the thought of a single important philosopher or group of philosophers will be covered in this course. Prerequisite: See individual course listing in the current semester course schedule.

**PHI 491 Advanced Special Topics in Philosophy: Philosophical Issues and Problems (4 hours)**

Studies of selected philosophical questions usually of special relevance to the present day have included courses such as Philosophy of History, War and Its Justification and Philosophical Issues in Women's Rights; and What Counts As Art? (that included a trip to New York City). Prerequisites: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

**PHY (Physics)**

**PHY 101, PHY 102 General Physics I, II (4 hours each)**

An introductory course without calculus. Fundamental aspects of mechanics, fluids, waves, thermal physics, electricity and magnetism, optics and modern physics. The text will be on the level of Cutnell and Johnson, *College Physics*. Three lectures per week. Prerequisite: MAT 103; PHY 101 must precede PHY 102. Co-requisites: PHY 101L, PHY 102L.

**PHY 101L, PHY 102L Introductory Physics Laboratory I, II (1 hour each)**

Introductory physics laboratories to accompany PHY 101, PHY 102, PHY 201 and PHY 202.

**PHY 200 Independent Study in Physics (1-5 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**PHY 201, PHY 202 College Physics I, II (5 hours each)**

Introductory physics with calculus. Subject matter is the same as in general physics but on a level more suited to physics majors, engineering majors, etc. One year of calculus as a prerequisite is preferred; otherwise calculus must be taken concurrently. The text will be on the level of Halliday, Resnick and Walker, *Fundamentals of Physics*. Prerequisite: PHY 201 with a grade of "C-" or higher must precede PHY 202. Co-requisites: PHY 101L, PHY 102L.

**PHY 211, PHY 212 Classical Mechanics I, II (4 hours each)**

This is the student's first introduction to theoretical physics. Lagrangian and Hamiltonian methods are developed with Newton's laws of motion and applied to a variety of contemporary problems. Emphasis is placed on problem work, the object being to develop physical intuition and facility for translating physical problems into mathematical terms. The text will be on the level of *Analytical Mechanics* by Fowles. Prerequisites: MAT 132



and PHY 202 with a grade of "C-" or higher in each course. A grade of "C-" or higher must be earned in PHY 211 before taking PHY 212.

**PHY 232 Fundamentals of Electronics (4 hours)**

This course is designed primarily for science majors and dual degree engineering students. Coverage includes DC and AC circuits, semi-conductor devices, amplifiers, oscillators and digital devices. The intent is to provide a working understanding of common instrumentation in science and technology. Text will be on the level of Simpson, *Electronics for Scientists and Engineers*. Prerequisite: PHY 102 or PHY 202 with a grade of "C-" or higher. Co-requisite: PHY 232L.

**PHY 232L Fundamentals of Electronics Laboratory (1 hour)**

Laboratory work will involve design, construction, troubleshooting and analysis of standard analog and digital circuits. Co-requisite: PHY 232.

**PHY 290 Special Topics in Physics (1-4 hours)**

Topics are drawn from areas of theoretical or experimental physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard courses offered in the physics department. This course is appropriate for students at the intermediate level of preparation.

**PHY 331, PHY 332 Electricity and Magnetism I, II (4 hours each)**

This course is a thorough introduction to one of the two fundamental disciplines of classical physics, using vector calculus methods. After a brief review of vector analysis, the first semester will treat electrostatic and magnetic fields and provide an introduction to the special theory of relativity. The second semester will develop electrodynamics, including Maxwell's equations, the propagation of electromagnetic waves, radiation and the electromagnetic theory of light. The treatment will be on the level of the text of Reitz, Milford and Christy. It is recommended that MAT 241 be taken concurrently. Prerequisites: MAT 233 and PHY 202 with a grade of "C-" or higher in each course; PHY 331 must precede PHY 332.

**PHY 333 Thermal and Statistical Physics (4 hours)**

The purpose of this course is to provide physics, engineering and chemistry majors with a fundamental understanding of heat and the equilibrium behavior of complex systems including statistical mechanics. Topics will include the zeroth, first and second laws of thermodynamics with applications to closed and open systems; microcanonical and canonical ensembles for classical and quantum systems, with applications to ideal gases, specific heats, blackbody radiation, etc.; the kinetic description of equilibrium properties. Text will be on the level of Kestin and Dorfman or Zemansky. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course. Co-requisite: PHY 333L.

**PHY 333L Thermal and Statistical Physics Laboratory (1 hour)**

Laboratory work will include experiments involving thermal expansion, behavior of ideal and real gases, determination of adiabatic constants for gases, measurement of the density anomaly of water, diffusion in gases, liquids and solids, superconductivity and the critical temperature. Co-requisite: PHY 333.

**PHY 335 Modern Optics (4 hours)**

A standard intermediate-level optics course which will treat the basics of wave theory and the electromagnetic origin of optical phenomena, geometrical optics, physical optics including Fourier optics, Fraunhofer and Fresnel diffraction and dispersion. The course will conclude with some consideration of current topics such as

holography, quantum optics and non-linear optics. Text will be on the level of Jenkins and White or Hecht. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course. Co-requisite: PHY 335L.

**PHY 335L Modern Optics Laboratory (1 hour)**

A non-introductory optics laboratory, this course encompasses both geometric and wave optics including measurements of the speed of light, refractive indices, polarization of light, spectroscopy, lasers, holography and interference phenomena and instruments. Co-requisite: PHY 335.

**PHY 400 Advanced Independent Study in Physics (1-5 hours)**

Supervised study of a topic of interest to the student, which is not treated in the regularly scheduled course offerings. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**PHY 421, PHY 422 Modern Physics I, II (4 hours each)**

For physics, engineering and chemistry majors, this is a one-year sequence that discusses the most important developments in 20<sup>th</sup> century physics. The first semester will review special relativity and treat the foundations of quantum physics from a historical perspective; the quantum theory of one-electron atoms will be developed. In the second semester, there will be a treatment of many-electron atoms, molecules and solids, with an introduction to nuclear and elementary particle physics. The text will be on the level of Eisberg and Resnick, *Quantum Physics* Prerequisites: MAT 132 and PHY 202; PHY 421 must precede PHY 422. Co-requisites: PHY 421L, PHY 422L.

**PHY 421L, PHY 422L Modern Physics Laboratory I, II (1 hour each)**

Laboratory work will include experimental determination of fundamental constants such as  $h$ ,  $e$  and  $e/m$  as well as standard experiments such as Franck-Hertz, Rutherford scattering, electronic spin resonance, Millikan oil-drop, Bragg diffraction, etc. Co-requisites: PHY 421, PHY 422.

**PHY 423 Mathematical Physics (4 hours)**

This course will examine a variety of mathematical ideas and methods used in physical sciences. Topics may include: vector calculus; solutions of partial differential equations, including the wave and heat equations; special functions; eigenvalue problems; Fourier analysis and mathematical modeling, particularly numerical computer methods. Text will be on the level of Arfken or Mathews and Walker. Prerequisite: MAT 241 with a grade of "C-" or higher.

**PHY 490 Advanced Special Topics in Theoretical Physics (1-5 hours)**

Topics are drawn from areas of theoretical physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard courses offered in the physics department. This course is appropriate for students at the advanced level of preparation.

**PHY 491 Advanced Special Topics in Experimental Physics (1-5 hours)**

Topics are drawn from areas of experimental physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard courses offered in the physics department. This course is appropriate for students at the advanced level of preparation.

### **PHY 495 Internship in Physics (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at a number of local engineering firms and technically-based corporations and labs. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

[\(Back to ToC\)](#)

## **POL (Politics)**

### **POL 101 Introduction to American Politics (4 hours)**

This course is an introduction to the fundamental questions of politics through an examination of the American founding and political institutions. Offered every year.

### **POL 111 International Relations (4 hours)**

This course is an introduction to the conduct of politics in a condition of anarchy. The central issues will be how and whether independent states can establish and preserve international order and cooperate for the achievement of their common interests in an anarchic environment. These questions will be explored through a reading of relevant history and theoretical writings and an examination of present and future trends influencing world politics. Offered fall semester.

### **POL 121 Introduction to Comparative Politics (4 hours)**

This course traces the evolution of major theories and methodologies of comparative politics from the 1960s to present, analyzing both their distinguishing characteristics and how these theories respond to the prominent political issues and intellectual debates of their times. Topics to be covered include: political behavior, political culture, revolutions, modernization, political economy, rational choice, institutions and the state with democratization serving as an overarching theme. Offered spring semester.

### **POL 200 Independent Study in Politics (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **POL 201 Constitutional Law (4 hours)**

In this course, we will examine the Constitution and the efforts of the United States Supreme Court to expound and interpret it. In addition to reading and briefing many Supreme Court decisions, students will examine some leading contemporary works in constitutional and legal theory. Offered spring semester in alternate years. Prerequisite: POL 101.

**POL 211 War (4 hours)**

What is war? How and to what extent has it changed through the ages? Why are wars won or lost? When is war just? How will war be fought in the future, with what results? Offered alternate years.

**POL 231 Asian Politics (4 hours)**

This course is a general introduction to the variety of political systems in Asia, concentrating particularly on the nations of East Asia. It will emphasize the methods of comparative political study and will focus on understanding the factors that determine different political outcomes in nations that share a geographical region and many similar cultural and historical influences.

**POL 290 Special Topics in Politics (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**POL 302 American Political Parties (4 hours)**

An in-depth study of the development of party organizations in the United States and an analysis of their bases of power. Offered fall semester of alternate years. Prerequisite: POL 101.

**POL 303 Congress and the Presidency (4 hours)**

An examination of the original arguments for the current American governmental structure and the problems now faced by these institutions. Offered spring semester of alternate years. Prerequisite: POL 101.

**POL 304 African-American Politics (4 hours)**

This course is designed to provide students with an overview of the various strategies and tactics used by African-Americans to advance their economic, social and political agendas. As such, the course will provide a detailed examination of the successes and failures of the interaction between the United States political system and African-Americans from both an historic and present-day perspective. Offered every year. Prerequisite: Permission of the instructor.

**POL 311 United States Foreign Policy (4 hours)**

A history of American foreign policy since 1945, emphasis in this course will be on the description, explanation and evaluation of events and policies, not the study of policy-making as such. It is strongly recommended that students successfully complete POL 111 International Relations before enrolling in POL 311.

**POL 321 Political Development (4 hours)**

This course surveys substantive themes and theoretical debates in the study of political development including: what is meant by 'political development,' cultural versus structural explanations for change, whether development is driven by domestic or international influences, political transitions and the relative significance of particular groups or institutions. Readings build from theoretical touchstones from Human Nature and the Social Order II (Smith, Marx, Weber) to address contemporary cases in developing and developed countries. Prerequisite: POL 121 and COR 202, or permission of the instructor.

**POL 331 Comparative Politics of China and Japan (4 hours)**

While Japan and China have both become prominent nation-states with increasing international influence, each country has achieved this feat through very different means. This course seeks to ascertain the sources and strength of their respective development paths as well as the prognosis for their political and economic futures.

Topics to be covered include: state formation, ideology and political order, political and economic institutions, economic development strategies, 'Asian values,' state-society relations, regional and international relations. Prerequisite: POL 121 and POL 231, or permission of the instructor.

**POL 341 Political Philosophy I: Ancient and Medieval (4 hours)**

This is an examination of the origins of philosophical reflection on the fundamental issues of politics, which is designed to lead to the critical consideration of the political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Portions of the works of Aristophanes, Plato, Cicero and Alfarabi are examined. Offered fall semester in alternate years. Prerequisite: COR 201 or permission of the instructor.

**POL 342 Political Philosophy II: Modern (4 hours)**

This is a critical examination of the peculiarly modern political and philosophical stance beginning where Political Philosophy I concludes. Among the authors discussed are Machiavelli, Hobbes, Locke, Rousseau, Kant and Kojeve. Offered spring semester in alternate years. Prerequisite: POL 341, or permission of the instructor.

**POL 361 European Politics (4 hours)**

This course is a factual, conceptual and historical introduction to politics on the European continent, including (but not necessarily limited to) Britain, France, Germany, Italy, Russia and the European Union. These regimes will be studied through a comparison of their social structures, party systems, institutions and constitutions, political cultures and (if possible) their domestic policies. Offered alternate years. Prerequisite: POL 101.

**POL 371 Survey of Research Methods (4 hours)**

This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, hermeneutical research, case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research, the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to sue and assess research may find this course particularly valuable. Cross-listed as CRS 415 and SOC 310. Offered spring semester in alternate years. Prerequisite: Students with junior standing or permission of the instructor.

**POL 400 Advanced Independent Study in Politics (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**POL 411 War, Peace and Security (4 hours)**

An in-depth treatment of one or more of the issues introduced in International Relations. The course will be conducted as a seminar, with the emphasis on reading, discussion and research. It will address the following questions: When and why do statesmen resort to force to resolve international conflicts? When does the threat of force succeed or fail and when and how ought one to employ it? When and why do states make peace? What are the causes of conflict in the present and future? What are the prospects for peace? Topics vary from year to year. Offered alternate years. Prerequisite: POL 111 or POL 311.

**POL 422 Seminar in Chinese Politics (4 hours)**

This course explores the ongoing political, social and economic transformations in Communist China, with emphasis on the post-Mao era (1978 to the present). General themes include Maoist versus Dengist politics, revolution versus reform, market reform in a communist state, factionalism, central-local relations, state-society relations and China in the international order. The course also examines current political and social issues. Prerequisite: POL 121 and POL 231, or permission of the instructor.

**POL 431 Seminar in Politics and Culture (4 hours)**

This will be an upper level seminar in the study of the relationship of politics and culture. Emphasis will be placed on understanding the nature and difficulties of cultural study, with particular attention to ethnographic or participant observer research methods. Focus of the seminar changes yearly but has included such topics as Judaism and Jewishness, Women and Politics and Language and Politics. Prerequisite: POL 101 or junior standing.

**POL 441 Seminar in Political Philosophy (4 hours)**

An intensive examination of a text or theme introduced in the Political Philosophy sequence. Among the topics have been Rousseau's Emile, Spinoza and The German Enlightenment. Offered spring semester in alternate years. Prerequisite: Permission of the instructor.

**POL 451 Internship in Politics (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Georgia State Legislature, the United States Department of State, The Carter Center and the Superior Court of Fulton County. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee. Special Topics in Drama

**POL 490 Advanced Special Topics in Politics (4 hours)**

A variety of courses will be offered to respond to topical needs of the curriculum. Recent courses include Moral and Political Leadership, Dealing with Diversity, Criminal Law and Citizenship in Theory and Practice. Prerequisite: Permission of the instructor.

[\(Back to ToC\)](#)

**PSY (Psychology)****PSY 101 Introduction to Psychology (4 hours)**

This course provides a general introduction to psychology, with an emphasis on helping students appreciate how psychologist attempt to answer questions using the scientific method. Topics within neuropsychology, learning, memory, development, clinical and social psychology are considered from an empirical point of view. Offered every semester (TU); Offered twice annually (EDP).

**PSY 200 Independent Study in Psychology (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**PSY 201 Developmental Psychology (4 hours)**

This course will focus on the current scientific thinking about human development from birth to adolescence and will integrate theoretical, research, and applied areas. Topics will include genetics and prenatal development, language acquisition, and cognitive and social development. Specific emphasis will be devoted to the social/cultural factors that may influence development. Offered annually in the spring (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 202 Organizational Psychology (4 hours)**

Organizations and the individuals who function within them will be examined from the perspective of psychological theory and research. Consideration will be given both to broad topics relevant to all organizations, such as communications, groups and stress, and to topics specific to the work environment, such as employee selection, training and evaluation. Offered odd years in the spring (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 203 Learning and Conditioning (4 hours)**

This course examines the empirical and theoretical issues surrounding learned behavior. Most of the data discussed come from studies in operant conditioning. Emphasis will be placed on how learning principles explain everyday human behavior and are used in the treatment of abnormal behavior patterns. Offered annually in the fall (TU); Offered annually (EDP). Prerequisite: PSY 101

**PSY 204 Social Psychology (4 hours)**

Social psychology is the study of how our thoughts, feelings and behavior are influenced by the presence of other people. The course will include a consideration of conformity, attraction, aggression, self-presentation, prejudice, helping behavior, and other relevant aspects of social life. Offered annually in the fall (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 205 Theories of Personality (4 hours)**

The goal of this course is to acquaint the student with the major theories of personality and with their applications. Students will be encouraged to engage in critical analysis and theoretical comparisons of the ideas presented from diverse, and often contradictory, perspectives. Offered annually in the fall (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 206 Abnormal Psychology (4 hours)**

There are three main goals in this course. The first is to enhance the student's understanding of psychopathology and major treatment approaches. The second is to help the student learn to evaluate critically the research evidence regarding therapeutic interventions. The third is to encourage self-examination of the student's attitudes and those of our society regarding mental illness and the full range of human individual differences. Offered annually in the spring (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 209 Behavioral Neuroscience (4 hours)**

This course focuses on the relationship between biology and behavior. The anatomy, physiology, and chemistry of the central nervous system will be reviewed and the current scientific evidence concerning the relationship between biology and behavior will be presented. Evidence from research involving both physiological manipulations of animals and biological and pathological insults in humans are included. Topics include: research methodology, sleep, feeding, sexual behavior, learning and memory, language, psychopathology, and plasticity. Offered annually in the fall (TU); Offered annually (EDP). Prerequisites: PSY 101.

**PSY 290 Special Topics in Psychology (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester class schedule.

**PSY 301 Research Methods (4 hours)**

Through a combination of class discussion and hands-on research activity, this course provides students with exposure to a variety of research approaches. The course includes an examination of the nature of science, reliability and validity of measures, correlational techniques, and controlled experimental methods. Quasi-experimental designs and applications of research methods are also explored. Offered annually in the fall (TU); Offered annually (EDP). Prerequisites: PSY 101 and MAT 111.

**PSY 302 Advanced Experimental Psychology (4 hours)**

This sequel to the introductory research methods course provides students with the opportunity to design, conduct, analyze, and report the findings of an individually planned and executed research project. This intensive, semester-long project will allow students to consolidate and apply the knowledge acquired in PSY 301, as well as expose students to the real-world challenges that often accompany scientific research. Offered annually in the spring (TU); Offered annually (EDP). Prerequisite: PSY 301.

**PSY 303 Psychological Testing (4 hours)**

This course covers the selection, interpretation and applications of psychological tests, including tests of intellectual ability, vocational and academic aptitudes and personality. The most common uses of test results in educational institutions, clinical settings, business, government and the military will be considered. The history of psychological testing and the interpretation of test results also will be considered from both traditional and critical perspectives. Although students will have the opportunity to see many psychological tests, this course is not intended to train students actually to administer tests. Offered odd years in the spring (TU); Offered annually (EDP). Prerequisites: PSY 101 and MAT 111.

**PSY 307 Cognitive Psychology (4 hours)**

This course explores the nature and function of human thought processes and the research methods used to study them. Discussion will focus on theories about cognitive phenomena and the assumptions on which these theories and research are based. Topics to be covered include perception, attention, memory, intelligence, problem solving and reasoning, and language. Offered even years in the fall (TU); Offered annually (EDP). Prerequisite: PSY 101.

**PSY 308 Sensation and Perception (4 hours)**

This course explores how our sensory systems detect the physical world around us and how the brain interprets what these sensations mean. Topics covered will include psychophysical methods, signal detection theory, and



the neural mechanisms underlying vision, hearing, taste, smell, and touch. Offered even years in the spring (TU); Offered annually (EDP). Prerequisites: PSY 101 and PSY 209.

**PSY 310 Drugs, the Brain and Behavior (4 hours)**

This course examines the effects of psychoactive drugs on the central nervous system and, subsequently, behavior. Both recreational and illicit drugs and those used to treat mental disorders will be covered. In addition, the underlying brain and environmental factors thought to be responsible for drug addiction, tolerance and sensitivity, and the classification of common psychoactive drugs will be reviewed. Offered odd years in the spring (TU); Offered annually (EDP). Prerequisites: PSY 101 and PSY 209.

**PSY 400 Advanced Independent Study in Psychology (1-4 hours)**

This course provides the opportunity for an intense advanced study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**PSY 405 History and Systems of Psychology (4 hours)**

This course serves as the capstone course and challenges students to synthesize information from all four years of study in psychology. A study of the historic development of modern psychology, this course covers its philosophical and scientific ancestry, the major schools of thought, the contemporary systems of psychology and their theoretical and empirical differences. Offered annually in the spring (TU); Offered annually (EDP). Prerequisite: Open only to senior psychology majors in their final semester/term of study.

**PSY 406 Directed Research in Psychology (4 hours)**

Original investigations and detailed studies of the literature in selected areas of psychology will be supervised by a faculty member. Emphasis will be on original research. Prerequisites: PSY 301 and permission of the instructor.

**PSY 407 Internship in Psychology (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities mentioned in the major overview. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor acceptance of learning agreement proposal by the Experiential Education Committee.

**PSY 490 Advanced Special Topics in Psychology (4 hours)**

The seminar will provide examination and discussion of various topics of contemporary interest in psychology. Prerequisite: PSY 101 with a grade of "C-" or higher.

[\(Back to ToC\)](#)

## **SEN (Senior Transitions)**

### **SEN 401 Senior Transitions (1 hour)**

In the liberal arts environment, students gain a broad education with essential communication and critical thinking skills. It is important that students also learn how to communicate those skills to potential employers or graduate schools. Senior Transitions picks up where Sophomore Choices leaves off, and teaches the skills necessary to implement the career decision. This seminar for seniors is designed to equip students with the knowledge, research skills, interview experiences, and personal insights necessary to assist in the life change from college student to career pursuit, further studies at the graduate level, or both. Students will be challenged to participate in exercises designed to explore career theories and utilize tools for career building while working to develop self-awareness and understanding of the world of work. Graded on a satisfactory/unsatisfactory basis.

[\(Back to ToC\)](#)

## **SOC (Sociology)**

### **SOC 101 Introduction to Sociology (4 hours)**

This course offers an introduction to topics central to the study of human society, culture and conduct. Selected fields of study frequently include culture, formation of the self, social classes, power structures, social movements, criminal behavior and a variety of social institutions. Emphasis is placed upon basic concepts and principal findings of the field. Offered annually.

### **SOC 200 Independent Study in Sociology (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **SOC 201 The Family (4 hours)**

This course focuses primarily on the changes in the American family since 1945. The topics discussed include trends in marriage, the age of marriage, fertility, illegitimacy, divorce, remarriage and domestic abuse. The possible social and economic causes and consequences of these trends are also discussed. Offered annually.

### **SOC 202 The American Experience (4 hours)**

The purpose of this course is to consider the ways the American experience has shaped a distinct American character and identity. The course blends both historical and social scientific analysis and considers how political, economic and social institutions have contributed to American manners and morals. Particular attention is paid to immigration and assimilation, folk culture, the relationship between the individual and community, religious pluralism, ethnic identity, political liberalism and free markets. Offered biennially.

### **SOC 204 Social Problems (4 hours)**

This course studies the impact of current social forces upon American society. Deviation from social norms, conflict concerning social goals and values and social disorganization as these apply to family, economic, religious and other institutional and interpersonal situations are of primary concern. Offered biennially.

**SOC 205 Crime and Deviance (4 hours)**

This course will examine behaviors that do not conform to moral and legal codes and the ways in which societies control such behaviors. Particular emphasis will be given to American society. Readings will include classic and current analyses of deviance and crime. Offered biennially.

**SOC 290 Special Topics in Sociology (4 hours)**

A seminar providing examination and discussion of various topics on contemporary and historical interest in sociology. Prerequisite: Permission of the instructor.

**SOC 302 The Sociology of Work and Occupations (4 hours)**

This course has three purposes: 1) to analyze the means by which non-economic institutions, especially the family, schools and religious institutions influence the formation of "human capital"; 2) to study the history and contemporary nature of the professions; and 3) to analyze the relationship between the external control of workers and their internal motivation. A cross-cultural approach is employed in the course. Offered biennially.

**SOC 303 Field of Social Work (4 hours)**

This course will study and analyze the historical development of social work and social work activities in contemporary society. Offered biennially.

**SOC 304 Methods of Social Work (4 hours)**

This course is a study of the methods used in contemporary social work. Offered biennially. Prerequisite: SOC 303.

**SOC 306 Race, Ethnicity and Immigration (4 hours)**

This course treats contemporary ethnic relations and the history of immigration in the United States. It considers the role of markets, government policy and culture in the formation of ethnic identity and the well being of ethnic groups. Although the chief concern is with the United States, a comparative approach is taken. Offered biennially.

**SOC 307 Elites and Inequality (4 hours)**

An examination is made in this course of the social stratification of privileges and deprivations in contemporary societies, focusing on the distribution of wealth, status and power. The course studies social stratification historically and comparatively, the American upper, middle and lower classes, institutionalized power elites, race and gender stratification, status systems and economic inequality. Offered biennially.

**SOC 310 Survey of Research Methods (4 hours)**

This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, hermeneutical research, case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research, the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to sue and assess research may find this course particularly valuable. Cross-listed as CRS 415 and POL 371. Offered spring semester in alternate years. Prerequisite: Students with junior standing, or permission of the instructor.

**SOC 400 Advanced Independent Study in Sociology (1-4 hours)**

An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**SOC 402 Field Experience in Social Work (12-16 hours)**

Students concentrating in social work spend a semester in social work agencies in the Atlanta area for on-the-job practicum experience. Successful field placements have been made in a variety of settings in recent years, including Wesley Woods Health Center, West Paces Ferry Hospital and Atlanta shelters for the homeless. Prerequisites: SOC 303, a 2.0 cumulative grade-point average, permission of the academic advisor and faculty supervisor, and signature of the director of career services.

**SOC 403 Sociological Theory (4 hours)**

This course will study classical and contemporary theory with an emphasis upon the latter. Contemporary theories covered usually include utilitarian individualism (sociobiology, exchange theory and rational-choice theory), communitarianism, civil society theory, critical theory and post-modernism. Offered biennially.

**SOC 405 Internship in Sociology (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Gainesville/Hall County Senior Center, the Georgia Bureau of Investigation and the Partnership Against Domestic Violence. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**SOC 407 Internship in American Studies (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**SOC 490 Advanced Special Topics in Sociology (4 hours)**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## SPN (Spanish)

### **SPN 101, SPN 102 Elementary Spanish I, II (4 hours each)**

These courses are an introduction to understanding, speaking, reading and writing Spanish. Emphasis will be placed on acquiring a foundation in basic grammar as well as on listening comprehension and spoken Spanish through class activities, tapes and videos. Prerequisite: None for SPN 101; SPN 101 or placement by testing required for SPN 102.

### **SPN 200 Independent Study in Spanish (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **SPN 201 Intermediate Spanish (4 hours)**

This course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Short compositions, readings from Spanish and Spanish-American literature and class discussions require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102 or placement by testing.

### **SPN 290 Special Topics in Hispanic Languages, Literatures and Cultures (4 hours)**

This course provides the opportunity to study particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. This course may be repeated for credit as course content changes. Prerequisite: SPN 301.

### **SPN 301 Advanced Spanish (4 hours)**

This course is designed to improve students' skills to a sophisticated level at which they are able to discuss and express opinions in both oral and written form. Readings of essays and short-stories as well as film viewing in Spanish are used as the basis for discussion, introduction to cultural issues and written expression. Frequent writing assignments. Prerequisite: SPN 201 or placement by testing.

### **SPN 302 Introduction to Hispanic Literature (4 hours)**

This course offers an introduction to literary analysis based on a rigorous program of readings from Spanish and Spanish American literatures. It is a skills-building course that familiarizes students with the lexicon of literary criticism in Spanish and trains them to be active readers of Hispanic literature. Students read and analyze (orally and in writing) representative works of the four fundamental genres of literature: Narrative, Poetry, Drama and Essay. Taught in Spanish. Prerequisite: SPN 301 or placement by testing.

### **SPN 305 International Relations from a Latin-American Perspective (4 hours)**

This course considers past and current events in the world of international relations from a Latin-American perspective. Students will read and discuss academic as well as journalistic articles in Spanish and will learn vocabulary appropriate to the world of international politics, diplomacy or business. Taught in Spanish. Prerequisite: SPN 301.

**SPN 400 Independent Study in Spanish (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**SPN 403 Political Issues in Latin-American Literature and Film (4 hours)**

The social and political upheavals that took place in several Latin-American countries during the 20th century spawned the development of a rich literary and cinematic corpus. This course will examine part of that corpus in its historical and cultural context and how political issues are aesthetically elaborated in fiction, poetry, essay and film. Taught in Spanish. Prerequisite: SPN 302.

**SPN 404 Discourse of Golden-age Spain (4 hours)**

In this course, students will analyze Golden-age Spanish society through the literature produced during the 16th and 17th centuries, the two epochs that encompass the Spanish Siglos de Oro. Studied texts will reveal a young Spain altogether confident about its present, at times insecure about its future and frequently ambivalent about its diverse past. Prerequisite: SPN 302.

**SPN 405 20th Century Latin-American Literature (4 hours)**

This is a study of Latin-American literature from the 1930s to the present, focusing on its departure from the Realist tradition and its adoption of experimentation, self-reflection, parody, magical realism or the fantastic. Modern and post-modern trends will be examined. Readings include fiction by Borges, Fuentes, Cortázar, García Márquez and Puig. Taught in Spanish. Prerequisite: SPN 302.

**SPN 406 French and Spanish Crossroads in the Caribbean and Africa (4 hours)**

This course uses Spanish- and French-speaking countries in proximity to each other in the Caribbean or Africa as a point of departure for literary, cultural, social and service learning exploration. Offerings may focus upon Haiti and the Dominican Republic, Martinique and Cuba, Equatorial Guinea in relation to Senegal or other appropriate pairings. The course is taught in English and students without advanced skills in French or Spanish may register. Cross-listed as FRE 406. Prerequisite: SPN 301 for Spanish major or minor credit; FRE 301 for French major or minor credit.

**SPN 410 The Development of Latin American Cultures (4 hours)**

This course introduces students to the diverse cultural heritage of Latin America paying special attention to the impact and consequences of the encounter between European, Native and African cultures in art, politics and religion. Manifestations of cultural syncretism and diversity from the times of the Spanish conquest and colonization to the post-colonial polemics of cultural identity will be examined. Taught in Spanish. Prerequisite: SPN 302.

**SPN 411 North American Hispanic Readings and Film (4 hours)**

The purpose of this course is to engage Hispanic literary and cinematic texts as an avenue of exploration of Latino presence, culture and history in the United States and Mexico. An important objective is to expose students to the cultural values, symbols, myths and histories that have been represented rather diversely in literature and film since the early beginnings of the construction of the "Latino" cultural reality. Taught in Spanish. Prerequisite: SPN 302 or equivalent for Spanish majors.

### **SPN 425 Internship in Spanish (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship in Spanish requires the student to , submit a learning agreement with an academic writing assignment that is 70% research based writing and 30% professional work, portfolio or journal. The research based topic needs to be specific and relate to the student's major. Written work should total five pages of academic writing for every hour of credit. Students must work 30 hours for every hour of academic credit and have regularly-scheduled meetings with the faculty supervisor. An extensive list of internships is maintained by career services, including opportunities at the Latin-American Association, the Atlanta Hispanic Chamber of Commerce, Georgia Council for International Visitors and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of faculty supervisor, qualification for the internship program of a 2.0 GPA, permission of an internship site supervisor and acceptance of the online internship application form, registration form and learning agreement proposal by the Experiential Education Committee.

### **SPN 490 Advanced Special Topics in Hispanic Languages, Literatures and Cultures (4 hours)**

This course provides advanced study of particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. A recent course was Spain As Text – Iberian Contacts, Contrasts and Connections that included a trip to Spain. This course may be repeated for credit as course content changes. Prerequisite: SPN 302.

[\(Back to ToC\)](#)

## **THE (Theatre)**

### **THE 100 Production Laboratory (1 hour)**

Production Lab is a course for Theatre majors who participate in OU Theatre full productions throughout the semester. This 1-unit lab is designed to offer a diversity of experience and provide students with comprehensive and hands-on training in the creation of a fully realized theatrical production. Theatre majors are required to take Production Lab for four semesters, concentrating on at least two different areas of production (e.g., two semesters as an actor and two semesters as Asst. Electrician or some other role). The primary meeting times for this class will vary depending on the individual student's schedule and role in each production. All required meetings, rehearsals, production crew hours and performances will be clearly specified for each student.

### **THE 105 Beginning Characterization (4 hours)**

This course explores the physical and mental foundations necessary for successful stage performance. Students will be expected to engage in hands-on exercises, physical and vocal warm-ups and performance work (both individual and partnered) throughout the semester. The basic principles of the Stanislavski method will be explored through stage combat, mime, movement, vocalization and contemporary characterization.

### **THE 200 Independent Study in Theatre (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**THE 205 Intermediate Characterization (4 hours)**

Intermediate Characterization explores the methods of 20th century American acting teacher Sanford Meisner. This course is designed to provide students with an in-depth understanding of his approach to acting, which builds upon the theories of Constantin Stanislavski. Meisner's technique will be uncovered through immersive studio exercises, in-depth scene study assignments and review and discussion of Meisner textbooks and other related literature. Prerequisite: THE 105.

**THE 210 Theatre History I: Greeks to Renaissance (4 hours)**

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods covered include: Greek, Roman, Medieval, Elizabethan and Restoration.

**THE 220 Theatre History II: Restoration to 20th Century (4 hours)**

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods and styles covered include: Renaissance, Neo-classic, Sentimental Comedy, Domestic Tragedy, Melodrama and Realism.

**THE 290 Special Topics in Theatre (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**THE 305 Shakespearean Performance (4 hours)**

This course affords the advanced acting student an opportunity to explore methods for rehearsing and performing texts written by William Shakespeare. With a focus on the practical demands of Shakespeare's language, the course addresses technical, stylistic, historical and interpretive considerations as they relate to performance. Prerequisite: THE 205 or permission of the instructor.

**THE 310 Stagecraft (4 hours)**

Stagecraft provides hands-on experience and assignments designed to physically and mentally engage the technician and designer. This class will focus on historical perspective as well as individual research and design. Students will be evaluated on the basis of a mid-term examination, written assignments, the completion of a minimum number of practicum hours and a final design project.

**THE 315 Scenic Design (4 hours)**

This course explores the artistic and theoretical aspects of scenic design for the theatre. Topics covered will include the history of scenography, the elements of design, play analysis from the designer's perspective, historical research, conceptualization, rendering and modeling techniques. Discussions and design projects will draw from a variety of contemporary and classical plays.

**THE 316 Lighting Design (4 hours)**

This course covers the tools and techniques of designing lighting for various stage forms as well as the creative planning and implementation of designs for specific productions. This course explores the basic principles of design, the science of light, play analysis from the designer's perspective and painting with light. Other topics include translating theatrical moments and music into lighting sketches, storyboards and atmospheres; creating transitions from one atmosphere to another; and developing points of view. Learning and demonstrating



standardized safety protocols when working with lighting equipment and electricians will also be a central feature of the course.

### **THE 317 Costume Design (4 hours)**

The class is designed to give students a basic understanding of the principles of theatrical costume design and the psychology of clothing. Students will develop designs that emerge through a process of character analysis based on the script and directorial concept. Period research, design and rendering skills are fostered through practical exercises. Instruction in basic costume rendering will provide tools for students to produce final projects.

### **THE 330 Directing for the Stage I (4 hours)**

This course offers the intermediate to advanced theatre student an opportunity to explore the foundations of play directing. Through practical exercises and assignments, students will experience the process of theatre directing from preproduction to performance. A variety of approaches will be investigated for each phase of the director's work: play analysis, interpretation, collaborating with designers, casting and rehearsing. Emphasis is placed on directing scenes within the style of contemporary realism. Prerequisite: THE 205.

### **THE 340 Directing for the Stage II (4 hours)**

Building on the foundations of directing developed in Directing for the Stage I, this course explores the unique demands of directing plays with heightened language and theatrical style. The plays of Shakespeare, Chekhov, Ibsen, Beckett and Ionesco will be considered among others. The format of this course is a directing practicum focusing on the director's process in the rehearsal room. Prerequisite: THE 330

### **THE 350 Playwriting (4 hours)**

Through reading plays, studying structure and form, and writing in and outside the classroom, this course will enable the student to write a short play or develop fully realized scenes for a longer piece. Students will discover the value of events, action, stakes and subtext in their own writing, combining classic structure with their creative impulses. In addition to exploring the creative process, students will be required to practice the arts of revising, rewriting and editing. The student should be prepared to read plays, write daily and bring work to every class.

### **THE 400 Advanced Independent Study in Theatre (1-4 hours)**

Supervised research on a selected topic related to theatre. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **THE 405 Voice and Speech for the Actor (4 hours)**

This course teaches students the tenants of healthy and expressive vocal production for speaking theatrical texts. Students will practice exercises for centering the breath and body, locating and releasing vocal tension, exploring pitch and resonance, and working towards a free and well-placed voice for the stage. Students will be introduced to the basics of vocal anatomy. Text work will include contemporary American drama and approaches to speaking Shakespearean text. Prerequisite: THE 105.

### **THE 407 Internship in Theatre (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. Internships are available at most of the 147 theatres which are members of the Atlanta Coalition for Performing Arts. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

### **THE 410 Movement for the Actor (4 hours)**

Drawing from traditional and current trends in movement training for the actor, this course will explore the fundamentals of the most prevailing movement techniques studied today. The techniques and systems investigated will vary each time the course is offered, but may include: Alexander, Commedia dell'arte, contact improvisation, Grotowski, Laban, Lecoq, stage combat and Viewpoints among others. Prerequisite: THE 105.

### **THE 490 Advanced Special Topics in Theatre (4 hours)**

This course will be a study of a selected topic in theatre. Recent topics have focused on adapting non-dramatic texts for the stage, devised and collaborative theatre, and advanced playwriting.. Prerequisite: See individual course listing in the current semester course schedule.

[\(Back to ToC\)](#)

## **UEP (Urban Ecology)**

### **UEP 290 Special Topics in Urban Ecology (1-5 hours)**

This course includes offerings of new courses and seminars and one-time courses and seminars on select topics in Urban Ecology. Prerequisites: "C-" or better in UEP 320 Urban Ecology and any additional requirements mentioned in the current semester's class schedule, or permission of the director of the urban ecology program.

### **UEP 320 Urban Ecology (5 hours)**

The science of Urban Ecology is more than the study of ecology in urban landscapes. It is the integration of natural and social sciences for greater understanding of the emergent phenomena that we call cities. This course describes the state of urban ecological knowledge and best practices for promoting and implementing sustainable development using lectures, readings, discussions, guest speakers, research, and labs. Most labs involve travel to sites around Atlanta. Cross-listed as BIO 320. Prerequisite: sophomore standing or instructor permission.

### **UEP 400 Advanced Independent Study in Urban Ecology (1-5 hours)**

This course is supervised original research or supervised review of a specific concept in the primary literature. Prerequisites: "C-" or better in both UEP 320 Urban Ecology and one approved elective being used toward the certificate; Junior or senior standing; Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **UEP 410 Internship in Urban Ecology (1-4 hours)**

An internship provides the qualified student with formal, experiential learning. It requires a faculty supervisor in the relevant field of study, submission of a learning agreement, 30 hours of work for every credit hour earned, a written journal of the work experience, regularly scheduled meetings with the faculty supervisor, and a research paper dealing with some aspect of the internship. Written work must total at least five pages of academic writing for every credit hour. The director of the urban ecology program maintains an extensive list of institutions in the Atlanta area that offer internships relevant to Urban Ecology, including the Blue Heron Nature Preserve, Center for Disease Control and Prevention, Chattahoochee River National Recreation Area, Clean Air Campaign, Conservation Fund, DeKalb County Parks and Recreation, Dunwoody Nature Center, National Center for Environmental Health, Southface, and Upper Chattahoochee Riverkeeper. Graded on a satisfactory/unsatisfactory basis. Prerequisites: "C-" or better in both UEP 320 Urban Ecology and one approved elective being used toward the certificate; Junior or senior standing; and approval of a Learning Agreement Proposal by the Experiential Education Committee by the first day of the semester in which credit is earned. Note that these requirements are more stringent than those for some internships and that the faculty supervisor for the internship must be the director of the urban ecology program.

### **UEP 490 Advanced Special Topics in Urban Ecology (1-5 hours)**

This course includes offerings of advanced, new courses and seminars and advanced, one-time courses and seminars on select topics in Urban Ecology. Prerequisite: "C-" or better in both UEP 320 Urban Ecology and one approved elective being used toward the certificate; Junior or senior standing; And any additional requirements mentioned in the current semester's class schedule (or permission of the director of the urban ecology program).

[\(Back to ToC\)](#)

## **ULP (Urban Leadership, Rich Foundation Urban Leadership Program, RFULP)**

### **ULP 200 Independent Study in Urban Leadership (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **ULP 303 The New American City (4 hours)**

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development the role and influence of the political, business, civil, and socio-cultural environment, exploration of extremes of wealth and poverty, the mix of racial and ethnic groups, and the opportunities and challenges provided by progress in transportation and technology. Offered annually.

### **ULP 304 Community Issues Forum: Principles into Practice (4 hours)**

This course is taught as a weekly seminar focusing on a particular community issue and accompanied by an issue-related, off-campus internship. Together with faculty, students analyze issues confronting stakeholders, collaborate on solutions and present findings derived from their internship assignments. Students have interned

with the state legislature, local and state chambers of commerce, community food banks, arts organizations, corporations, non-profit organizations and a number of other community groups. Topics covered in previous years include: community development, education, transportation, health care and the environment. Prerequisite: Permission of the instructor.

[\(Back to ToC\)](#)

## **WGS (Women's and Gender Studies)**

### **WGS 200 Independent Study in Women's and Gender Studies (1-4 hours)**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **WGS 280 Gender, Culture, and Communication (4 hours)**

This course investigates the relationships among gender, culture, and communication. Students will explore theoretical approaches to gender; the cultural histories of women's, men's and transgender movements; cultural views of gendered interaction, including discourse and relational styles as well as other performances; and the practices of gendered communication and identity in a variety of cultural and institutional contexts. Offered every spring. Cross-listed as CRS 280.

### **WGS 290 Special Topics in Women's and Gender Studies (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

### **WGS 303 The Literature and History of Immigrant and Minority Women in America (4 hours)**

The purpose of this course is to explore the experiences of immigrant and minority women in North America from the interdisciplinary perspectives of history, literature and women's studies. Through extensive reading, discussion and research this seminar will attempt to recapture women's sense of their own identities in relation to the dominant ideologies of race, class and gender. Prerequisites: COR 101 and COR 102.

### **WGS 304 Women Poets (4 hours)**

This course is a survey of poetry by women, from ancient Chinese, Persian and others in translation, to medieval Irish and Renaissance English, to 19th and 20th century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich and Mary Oliver in order to discover what themes, images and attitudes seem to emerge from the works. Prerequisites: COR 101 and COR 102.

### **WGS 400 Advanced Independent Study in Women's and Gender Studies (1-4 hours)**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **WGS 407 Internship in Women's and Gender Studies (1-4 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

### **WGS 490 Advanced Special Topics in Women's and Gender Studies (4 hours)**

This course is intended to introduce the student to the study of women and gender. Special emphasis is placed on the intersection of gender with the epistemological foundations of other disciplines and on the theory and practice of the study of gender. Courses are not limited to, for example, Southern Women's Literature and History, but will often be under the same rubric of other disciplines such as are listed under the requirements of the minor.

[\(Back to ToC\)](#)

## **WRI (Writing)**

### **WRI 101 Core Writing Workshop (4 hours)**

This course is designed to assist students in the writing-intensive COR 101 course. Emphasis in the course will be on preparing drafts or series of short writing assignments that will allow an approach to required papers in incremental ways. The goal of the course will be to improve students' understanding of Core texts, reading and note taking skills and written responses to these texts. The course does not meet any requirements for the writing minor.

### **WRI 200 Independent Study in Writing (1-4 hours)**

This course will be conducted as supervised research on a selected topic. It is open to students pursuing a minor in writing or a major in communication and rhetoric studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

### **WRI 290 Special Topics in Writing (4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

### **WRI 400 Advanced Independent Study in Writing (1-4 hours)**

This course will be supervised advanced research on selected topics. It is open to students pursuing a minor in writing or a major in communication and rhetoric studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's

office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy ([Sec. 5.15.](#)).

**WRI 490 Advanced Special Topics in Writing (4 hours)**

Study of a selected topic in the field of writing, such as Play and Screen Writing, Memoir, Scientific and Technical Writing, Oral History and The Art of the Essay. The topic will vary from year to year and may be offered by communication and rhetoric studies faculty or English faculty. Prerequisites for special topics taken with communication and rhetoric studies faculty: See individual course listing in the current semester course schedule.

**WRI 490 Advanced Special Topics in Writing: Writing Capstone and Portfolio (4 hours)**

All (TU) Writing minors are required to complete this course and to submit a writing portfolio by the end of their senior year.

[\(Back to ToC\)](#)

## 13. Board of Trustees

The University is under the control and direction of the Board of Trustees. Among the responsibilities of the Board are establishing broad institutional policies, contributing and securing financial resources to support adequately the institutional goals and selecting the president.

### Officers

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Atlanta, GA

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Atlanta, GA

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Engagement Manager  
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Atlanta, GA

Jeanie Flohr '99  
Account Supervisor  
VWA/ see see eye  
Atlanta, GA

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Executive Vice President and  
Chief Financial Officer  
ITC Holdings  
Bloomfield Hills, MI

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Retired President  
Federal Reserve Bank of Atlanta  
Atlanta, GA

David Nathan Cooper '71  
Attorney at Law  
Washington, D.C.

Q. William Hammack '73  
Executive Vice President and COO  
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Marietta, GA

Ceree Eberly  
Chief People Officer  
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Ted Heintz  
Atlanta, GA

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Managing Partner  
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Alpharetta, GA

Veronica Holmes, Ph.D. '02  
Retired Lecturer in the Core  
Oglethorpe University  
Atlanta, GA

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Retired Executive Vice President  
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President  
Georgia Building Maintenance Services Inc.  
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Belle Turner Lynch '61, '10 H  
Atlanta, GA

Penny McIntyre  
Group President, Office Products  
Newell Rubbermaid  
Atlanta, GA

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Pediatrician  
Kid's Start Pediatrics  
Atlanta, GA

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Atlanta, GA

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President  
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Calhoun, GA

Thomas P. O'Connor '67  
President  
Springs Global US, Inc.  
Fort Mill, SC

R. D. Odom  
Retired Chief Executive Officer and President  
AT&T Southeast  
Fernandina Beach, FL

Cemal Özgörkey '84  
Chairman  
Özgörkey Holding  
Maslak-Istanbul, Turkey

S. Tammy Pearson '86  
Vice President and Assistant General Counsel  
Chick-fil-A, Inc.  
Atlanta, GA

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Senior Investment Advisor  
Balentine  
Atlanta, GA

Clifford Robinson '89  
Vice President for Field Operations  
Chick-fil-A, Inc.  
Atlanta, GA

Chris Rylands '01  
Associate  
Bryan Cave LLP  
Atlanta, GA



Lawrence M. Schall, J.D., Ed.D.  
President (ex-officio)  
Oglethorpe University  
Atlanta, GA

Joseph P. Shelton '91  
Partner  
Fisher and Phillips LLP  
Atlanta, GA

William O. Shropshire, Ph.D.  
Professor Emeritus of Economics and  
Retired  
Interim Provost  
Oglethorpe University  
Atlanta, GA

Arnold B. Sidman  
Of Counsel  
Chamberlain, Hrdlicka, White, Williams &  
Martin  
Atlanta, GA

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Atlanta, GA

Michael K. Szalkowski '88  
CFO  
Schejola Partners  
Atlanta, GA

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Senior Vice President of Operations  
Chick-fil-A, Inc.  
Atlanta, GA

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Parker, Hudson, Rainer & Dobbs LLP  
Atlanta, GA

Patricia Upshaw-Monteith  
President and CEO  
Leadership Atlanta  
Atlanta, GA

G. Gilman Watson, Ph.D. '68  
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Northside United Methodist Church  
Atlanta, GA

Terry White  
Retired President  
Rayloc Division of Genuine Parts Company  
Atlanta, GA

Mark A. Williams '94  
Vice President  
Sunbelt Structures Inc.  
Tucker, GA

Raymond S. Willoch '80  
Senior VP Administration and General Counsel  
Interface, Inc.  
Atlanta, GA

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Atlanta Fine Homes/Sotheby's International  
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Atlanta, GA

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Director and Vice President of Marketing  
Guayaki-Yerba Mate  
Atlanta, GA

Kevin D. Fitzpatrick, Jr. '78  
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Brian C. Sass '84  
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Roanoke, VA

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Atlanta, GA

[\(Back to ToC\)](#)

## 14. President's Advisory Council

The President's Advisory Council, composed of business and professional leaders, provides a means of two-way communication with the community and serves as an advisory group for the president of the university.

Clifford T. Robinson '89, Chair  
Vice President of Operations  
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Atlanta, GA

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President/Chief Investment Officer  
Family Wealth Management Services  
Atlanta, GA

Richard Arroll  
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RJA Properties  
Atlanta, GA

A. Diane Baker '77  
Managing Attorney  
Baker & Stalzer, LLC  
Roswell, GA

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Senior Fiduciary Officer  
Wilmington Trust FSB  
Atlanta, GA

William W. Bolton '91  
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BES Incorporated  
Fairhope, AL

Robert Bowen  
Retired  
SunTrust Banks  
Atlanta, GA

William L. Brightman, Ph.D.  
Professor Emeritus of English  
Oglethorpe University  
Atlanta, GA

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Marietta, GA

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Senior Vice President, Financial  
Advisor  
UBS Financial Services  
Marietta, GA

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President  
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Atlanta, GA

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Atlanta, GA

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Partner  
Constangy, Brooks & Smith  
Atlanta, GA

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Macon, GA

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Director  
BCES Foundation  
Cumming, GA

Brian A. Davis '94  
Director  
BlackRock  
New York, NY

Jonathan K. Dickson '00  
Vice President – Investments  
UBS International  
Atlanta, GA

Paul L. Dillingham  
Retired  
The Coca-Cola Company  
Marietta, GA

Heather Correa Duffy  
Vice President of Development  
The Sembler Company  
Atlanta, GA

Barry Flink  
Executive Vice President and Partner  
Flex HR, Inc.  
Atlanta, GA

Donna J. Gainer '93  
Office Manager/Legal Assistant  
Ezell Law Firm  
Jacksonville, FL

David Golden  
President  
CGR Advisors LLC  
Atlanta, GA

Kenneth P. Gould '85  
President  
Kenneth P. Gould & Company, Inc.  
North Bethesda, MD

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Graner Financial Management  
Newnan, GA

Anne Hammond '87  
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Equifax  
Doraville, GA

Thomas G. Hood '78  
Strategic Alliance Account Manager  
ESM Chaperone  
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General Services Administration  
Washington, DC

Nancy C. Juneau  
Chief Executive Officer  
Juneau Construction Company, LLC  
Atlanta, GA

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Vice President and Treasurer  
WestPoint Home  
New York, NY

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Senior Vice President and CFP  
Raymond James & Associates  
Fort Myers, FL

Kenneth Kress, M.D.  
Orthopedic Surgeon  
Alpharetta, GA

Sarah N. Lowe  
Partner  
Kilpatrick Stockton LLP  
Atlanta, GA

Gail Lynn '77  
Retired  
Bank of America  
Atlanta, GA

Paul Marcela  
Vice President/General Counsel  
and Secretary  
Blue Bird Corporation  
Alpharetta, GA

Harold Martin  
Business Analyst  
McKinsey & Company  
Atlanta, GA

J. Kevin Meaders '93  
Attorney/ Partner  
Magellan Legal, LLC  
Atlanta, GA

Paul B. Miller '85  
Partner  
Koonce, Wooten & Haywood LLP  
Raleigh, NC

John G. Moore, M.D.  
Physician  
Duluth, GA

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President  
Impact Advisory Services  
Atlanta, GA

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Vice President of Development and  
Marketing  
MedShare International  
Atlanta, GA

Thomas W. Phillips, M.D. '63  
Physician  
Watkinsville, GA

Donna Cron Rasile '82  
Senior Wealth Manager  
Greer & Walker LLP  
Charlotte, NC

J. Bruce Richardson '69  
Attorney  
James Bruce Richardson, P.C.  
Atlanta, GA

Patti A. Ross  
Vice President  
Coca-Cola Scholars Foundation  
Atlanta, GA

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Director, Risk Management  
and Due Diligence  
Wells Real Estate Funds, Inc.  
Marietta, GA

John M. Shelnett '84  
Executive Vice President, Sales &  
Business Development  
Goodman Networks  
McKinney, TX

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Retired  
Cox Communications, Inc.  
Atlanta, GA

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Principal  
Deloitte consulting LLP  
Atlanta, GA

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President  
Spock Solutions, Inc.  
Larchmont, NY

Alice W. Terry, Ed.D.  
John Glenn Scholar in Service-Learning  
Kennesaw State University  
Kennesaw, GA

Sharon Von Gal  
Community Volunteer  
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Stephen J. Walden  
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President  
E.W. & Company, Inc.  
St. Petersburg, FL

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Community Volunteer  
Dunwoody, GA

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President  
Travel & Cruise Professionals  
Atlanta, GA

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Teacher and Head Basketball Coach  
Buford High School  
Atlanta, GA

Jeffery A. Whitney '92  
Vice President, Sports & Entertainment  
DowLohnes Attorneys at Law  
Washington, DC

Tolliver Williams '99  
Investment Banker  
Morgan Stanley  
New York, NY

Henry G. Zigtema  
Retired Senior Partner  
Ernst and Young  
Atlanta, GA

[\(Back to ToC\)](#)

## 15. National Alumni Association Board of Directors

As the primary representatives of Oglethorpe University's alumni body, the National Alumni Association Board of Directors works closely with the Office of Alumni Relations to achieve the association's goal of establishing and encouraging an active and involved alumni network. The purpose of this network is to build mutually beneficial relationships between alumni, students and the university, demonstrating that the student experience is just the beginning of a life-long relationship with Oglethorpe.

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Bettis, Hill & Vann LLC  
Atlanta, GA

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Virtual Acuity  
Atlanta, GA

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Science Educator  
BSCS  
Colorado Springs, CO

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Lithia Springs, GA

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Political Strategist  
Atlanta, GA

Mandy McDow Fleming '00  
Minister of Christian Education and  
Spiritual Formation  
St. Mark United Methodist Church  
Decatur, GA

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Attorney at Law  
Green & Sapp  
Marietta, GA

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Senior Bank Examiner  
Federal Reserve Bank of Boston  
Cohasset, MA

Gonca Gursoy-Artunkal '88  
Head of Coverage and Investment Banking  
for Turkey  
Societe Generale  
London, UK

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Managing Partner  
Bettis, Hill & Vann LLC  
Atlanta, GA

Brent Jones '04  
Associate Athletic Director of Marketing  
and Communications  
University of Southern Mississippi  
Hattiesburg, MS

Carol A. Jones '94  
Special Education Teacher  
Fulton County Schools  
Alpharetta, GA

Deborah Lange '03  
Director of Admission  
The Lovett School  
Atlanta, GA

Stuart C. Levenson '67  
Retired Agent  
Social Security Administration  
Atlanta, GA

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President  
Mende's ATA Karate, Inc.  
Woodstock, GA

Janice McNeal '97  
Community Volunteer  
Sanibel Island, FL

Sydney Mobley Moss '59  
Retired Banker  
SunTrust  
Atlanta, GA

Lance Ozier '01, Ph.D.  
Educator in Teacher Education  
Teachers College at Columbia University  
New York, NY

Chuck Palefsky '75  
Regional Sales Consultant  
PFG Milton's Food Service, Inc.  
Atlanta, GA

Deesi Thurston Phillips '76  
Legal Assistant  
Lewis, Brisbois, Bisgaard and Smith  
Atlanta, GA

Tom Reilly '67  
Retired Credit Sales Manager  
Atlanta, GA

Angela Satterfield '97  
International Baccalaureate Teacher  
Forsyth County Board of Education  
Atlanta, GA

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Retired  
AT&T  
Atlanta, GA

Andrea Spencer Shelton '91  
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Heartbound Ministries  
Atlanta, GA

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Retired Real Estate Agent  
Atlanta, GA

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Chief Financial Officer  
TiE  
Avondale Estates, GA

Matthew S. Thompson '93  
International Baccalaureate Teacher  
Forsyth County Board of Education  
Alpharetta, GA

Kelly Holland Vrtis '97  
Marketing Communications Manager  
The Container Store  
Flowery Mound, TX

Bennett Weaver '98  
Executive Director  
Morgan Stanley  
Atlanta, GA

Jay Williams '99  
Chief Financial Officer  
Commodity Marketing Company  
Atlanta, GA



Kevin A. Woolf '00  
Partner  
Seyfarth Shaw LLP  
Avondale Estates, GA

**Ex-Officio Member**

Tony Golden '13  
Senior Class President

[\(Back to ToC\)](#)

## 16. The Faculty

(Year of appointment in parenthesis)

Suzanne V. Anastasi (2012)  
Visiting Assistant Professor of Education  
B.S., State University of New York, Buffalo  
M.S., State University of New York, New  
Paltz  
Ph.D., Georgia State University

Keith H. Aufderheide (1980)  
Professor of Chemistry  
Associate Provost  
B.S., Wilmington College  
Ph.D., Miami University

Charles L. Baube (1996)  
Professor of Biology  
Director of the Core Program  
B.A., Alfred University  
M.A., Ph.D., Indiana University

Devon Belcher (2008)  
Assistant Professor of Philosophy  
B.A., Reed College  
M.A., Ph.D., University of Colorado

Cynthia Benator (2012)  
Director of Professional Practice and  
Instructor in Education  
BS.Ed, The University of Georgia  
M.Ed., Ed.S., Columbus State University

Christian Y. Benton (1999)  
Senior Lecturer in Accounting  
B.S., University of Maryland,  
College Park  
M.A., Webster University  
C.P.A., Maryland, North Carolina,  
South Carolina

Ronald P. Bobroff (2008)  
Associate Professor of History  
B.A., University of Pennsylvania  
M.Sc., London School of Economics  
and Political Science, England  
M.A., Ph.D., Duke University

John S. Carton (1998)  
Professor of Psychology  
B.A., Wake Forest University  
M.A., Ph.D., Emory University

Mario A. Chandler (2001)  
Associate Professor of Spanish  
B.A., Iowa State University  
M.A., Ph.D., The University of Georgia

Jeffrey H. Collins (2009)  
Assistant Professor of Art History  
Director of Oglethorpe University  
Students Abroad (OUSA)  
B.A., M.A., Baylor University  
Ph.D., The University of Texas, Arlington

Cassandra C. Copeland (2000)  
Associate Professor of Economics  
B.S., Florida State University  
Ph.D., Auburn University

John A. Cramer (1980)  
Professor of Physics  
B.S., Wheaton College  
M.A., Ohio University  
Ph.D., Texas A&M University

Deborah M. Dem re (2010)  
Assistant Professor of Communication and Rhetoric  
Studies  
B.A., The Pennsylvania State University  
M.A., Ph.D., University of Florida

Roarke E. Donnelly (2003)  
Associate Professor of Biology  
Director of the Urban Ecology  
Program  
B.A., Lawrence University  
M.S., Utah State University  
Ph.D., University of Washington

Judith Lynn Gieger (2002)  
Vera A. Milner Associate Professor of  
Education and Mathematics  
B.S., Millsaps College  
M.A., M.A.T., Duke University  
Ph.D., The University of Georgia

Harriette Grissom (2012)  
Visiting Teaching Fellow of the Core  
Curriculum  
M.A., Ph.D., Emory University

Lynn M. Guhde (2004)  
Associate Professor of Business  
Administration  
B.S., B.A., Slippery Rock State College  
M.B.A., Ph.D., Kent State University

Stephen B. Herschler (2001)  
Associate Professor of Politics  
B.A., Princeton University  
M.A., Ph.D., University of Chicago

Bruce W. Hetherington (1980)  
Professor of Economics  
B.B.A., Madison College  
M.A., Ph.D., Virginia Polytechnic  
Institute

Robert B. Hornback (2000)  
Associate Professor of English  
B.A., University of California,  
Berkeley  
M.A., Ph.D., The University of Texas, Austin

S. Matthew Huff (2010)  
Assistant Professor of Theatre  
B.A., Emory University  
M.F.A., The University of Texas, Austin

Humayun Kabir (2011)  
Visiting Teaching Fellow of Chemistry  
B.S., M.S., Dhaka University – Bangladesh  
Ph.D., Kobe University - Japan

Kendra A. King (2003)  
Associate Professor of Politics  
Director of the Rich Foundation Urban  
Leadership Program  
B.A., Colby College  
Ph.D., The Ohio State University

Sandra N. Kleinman (2011)  
Associate Professor of Education  
Director of Teacher Education  
B.A., State University of New York, Albany  
M.Ed., Northeastern University  
M.Ed., Ed.D., Harvard University

Joseph M. Knippenberg (1985)  
Professor of Politics  
B.A., James Madison College of  
Michigan State University  
M.A., Ph.D., University of Toronto

Peter J. Kower (2002)  
Associate Professor of Economics  
B.A., Arizona State University, Tempe  
M.I.M., American Graduate School of International  
Management, Thunderbird  
M.A., University of Colorado, Denver  
Ph.D., The Ohio State University

Lisa Littlefield (2012)  
Visiting Teaching Fellow of Communication and  
Rhetoric Studies  
B.A., Southern Illinois University, Edwardsville  
M.A., Georgia State University

Alan Loehle (2001)  
Associate Professor of Art  
B.F.A., The University of Georgia  
M.F.A., University of Arizona

Jay Lutz (1988)  
Professor of French  
Frances I. Eeraerts '76 Professor of  
Foreign Language  
B.A., Antioch University  
M.A., Ph.D., Yale University

Nicholas B. Maher (1998)  
Associate Professor of History  
B.A., University of Michigan  
M.A., Ph.D., University of Chicago

John C. Merkel (2010)  
Associate Professor of Mathematics  
B.S., Arizona State University, Tempe  
Ph.D., University of Minnesota, Minneapolis

John C. Nardo (2000)  
Professor of Mathematics  
B.A., Wake Forest University  
M.S., Ph.D., Emory University

John D. Orme (1983)  
Professor of Politics  
B.A., University of Oregon  
M.A., Ph.D., Harvard University

Amy Palder (2011)  
Visiting Teaching Fellow of Sociology  
B.A., Emory University  
Ph.D., Georgia State University  
C.P.A., Georgia

Brian Patterson (2011)  
Assistant Professor of Mathematics and  
Computer  
Science  
B.A., Carleton College  
M.S., Ph.D., Iowa State University, Ames

Kathleen W. Peters (2012)  
Visiting Teaching Fellow of the Core Curriculum  
A.B., M.A., University of Georgia  
Ph.D., Emory University

Viviana P. Plotnik (1994)  
Professor of Spanish  
Licenciatura, Universidad  
de Belgrano – Argentina  
M.A., University of Minnesota  
Ph.D., New York University

W. Irwin Ray (1986)  
Senior Lecturer in Music  
B.M., Samford University  
M.C.M., D.M.A., Southern  
Baptist Theological Seminary

Anne Rosenthal (1997)  
Associate Professor of Communication and Rhetoric  
Studies  
B.A., Bethel College  
M.A., University of St. Thomas  
Ph.D., Purdue University

Michael K. Rulison (1982)  
Professor of Physics  
Director of the Honors Program  
B.S., University of Illinois  
M.S., Ph.D., The University of Georgia

Anne A. Salter (2003)  
Director of Philip Weltner Library  
B.A., MLn., Emory University

Willeke H. Sandler (2012)  
Visiting Instructor of History  
B.A., New York University  
M.A., Northeastern University  
M.A., Duke University

Daniel L. Schadler (1975)  
Professor of Biology  
A.B., Thomas More College  
M.S., Ph.D., Cornell University

Karen L. Schmeichel (2006)  
Associate Professor of Biology  
Director of Service Learning  
B.A., Middlebury College  
Ph.D., University of Utah, Salt Lake City

Seema Shrikhande (2002)  
Associate Professor of Communication and  
Rhetoric Studies  
B.A., Elphinstone College, India  
M.A., Bombay University, India  
M.A., University of Pennsylvania  
Ph.D., Michigan State University

W. Bradford Smith (1993)  
Professor of History  
Director of Academic Strategic Planning  
B.A., University of Michigan  
Ph.D., Emory University

Kristy M. Sorenson (2012)  
Visiting Teaching Fellow of Psychology  
B.A., Cornell College  
M.A., Ph.D., Emory University

Robert Steen (1995)  
Professor of Japanese  
B.A., Oberlin College  
M.A., Ph.D., Cornell University

Brad L. Stone (1982)  
Professor of Sociology  
B.S., M.S., Brigham Young University  
Ph.D., University of Illinois

William F. Straley (1990)  
Professor of Business Administration  
and Mathematics  
B.S., M.S., M.B.A., Georgia State  
University  
Ph.D., Auburn University

Linda J. Taylor (1975)  
Professor of English  
Manning M. Pattillo Professor of  
Liberal Arts  
A.B., Cornell University  
Ph.D., Brown University

Sarah Terry (2011)  
Assistant Professor of English  
B.A., University of California, Berkeley  
M.A., Ph.D., University of Washington, Seattle

Philip D. Tiu (1995)  
Associate Professor of Mathematics  
B.S., University of San Carlos,  
Philippines  
A.M., Ph.D., Dartmouth College

J. Dean Tucker (1988)  
Professor and Mack A. Rikard Chair  
in Economics and Business Administration  
B.S., M.A., The Ohio State University  
Ph.D., Michigan State University

Denise von Herrmann (2011)  
Professor of Politics  
Provost and Vice President for Academic Affairs  
B.A., Washington and Jefferson College  
M.A., Jacksonville State University  
Ph.D., University of Alabama

Tory Vornholt (2010)  
Assistant Professor of Accounting  
B.S., M.S., University of Virginia, Charlottesville  
J.D., M.T.S., Emory University  
C.P.A., Virginia  
Post-Grad Arts Diploma-Divinity, University of St.  
Andrews, Scotland

Justin C. Wise (2010)  
Assistant Professor of Psychology  
B.S., Southwest Texas State University  
M.S., The University of Texas, San Antonio  
Ph.D., Georgia State University

Monte W. Wolf (1978)  
Professor of Chemistry  
B.S., University of California  
Ph.D., University of Southern California

Leah R. Zinner (2008)  
Assistant Professor of Psychology  
B.A., Emory University  
M.A., Ph.D., University of Wisconsin, Madison

## Professor Emeriti

G. Malcolm Amerson (1968)  
James Edward Oglethorpe  
Professor Emeritus of Biology  
B.S., Berry College  
M.S., Ph.D., Clemson University

Nancy H. Kerr (1983)  
Provost and Professor Emerita of  
Psychology  
B.A., Stanford University  
Ph.D., Cornell University

Keith E. Baker (1983)  
Director Emeritus of Accounting Studies  
B.S., Youngstown State University  
M.A., University of Florida  
C.P.A., Georgia

J. Brien Key (1965)  
Professor Emeritus of History  
A.B., Birmingham-Southern College  
M.A., Vanderbilt University  
Ph.D., The Johns Hopkins University

James A. Bohart (1972)  
Professor Emeritus of Music  
B.S., M.M., Northern Illinois  
University

David K. Mosher (1972)  
Professor Emeritus of Mathematics  
B.A., Harvard University  
B.S.A.E., Ph.D., Georgia Institute of Technology

William L. Brightman (1975)  
Professor Emeritus of English  
A.B., Ph.D., University of  
Washington

Philip J. Neujahr (1973)  
Professor Emeritus of Philosophy  
B.A., Stanford University  
M.Phil., Ph.D., Yale University

Barbara R. Clark (1971)  
Professor Emerita of English  
B.A., Georgia State University  
M.A., University of Kansas  
M.P.A., Georgia State University  
Ph.D., The University of Georgia  
C.P.A., Georgia

Ken Nishimura (1964)  
Professor Emeritus of Philosophy  
A.B., Pasadena College  
M.Div., Asbury Theological  
Seminary  
Ph.D., Emory University

Charlton H. Jones (1974)  
Professor Emeritus of Business  
Administration  
B.S., University of Illinois  
M.B.A., Ph.D., University of Michigan

Beth Roberts (2000)  
Professor Emerita of Education  
B.A., M.A.T., Ph.D., Emory University

John A. Ryland (1985)  
Librarian Emeritus  
B.A., M.A., Florida State University  
Bibliotekarseksamen, Royal School  
of Librarianship - Denmark

William O. Shropshire (1979)  
Provost and Professor Emeritus of  
Economics  
B.A., Washington and Lee University  
Ph.D., Duke University

T. Lavon Talley (1968)  
Professor Emeritus of Education  
B.S., M.S., Ed.D., Auburn University

David N. Thomas (1968)  
Professor Emeritus of History  
A.B., Coker College  
M.A., Ph.D., University of North  
Carolina  
D.H., Francis Marion College

Louise M. Valine (1978)  
Professor Emerita of Education  
B.S., University of Houston  
M.Ed., The University of Georgia  
Ed.D., Auburn University

Martha H. Vardeman (1966)  
Professor Emerita of Sociology  
B.S., M.S., Auburn University  
Ph.D., University of Alabama

Victoria L. Weiss (1977)  
Professor Emerita of English  
B.A., St. Norbert College  
M.A., Ph.D., Lehigh University

Philip P. Zinsmeister (1973)  
Professor Emeritus of Biology  
B.S., Wittenberg University  
M.S., Ph.D., University of Illinois

[\(Back to ToC\)](#)

## 17. University Officers

(Year of appointment in parentheses)

Lawrence M. Schall (2005)  
President  
B.S., Swarthmore College  
J.D., Ed.D., University of Pennsylvania

Michelle T. Hall (2010)  
Vice President for Campus Life  
B.A., The University of the South  
M.S., The University of Memphis

Michael Horan (2010)  
Vice President for Business and Finance  
B.S., Fort Lewis College  
M.B.A., University of Connecticut  
C.P.A., Colorado

Larry D. Large (1999)  
President Emeritus  
B.S., Portland State University  
M.A., Ph.D., University of Oregon

Lucy Leusch (2006)  
Vice President for Enrollment  
and Financial Aid  
B.A., Saint Mary-of-the-Woods

Manning M. Pattillo Jr. (1975)  
Honorary Chancellor  
B.A., University of the South  
A.M., Ph.D., University of Chicago  
LL.D., LeMoyne College  
LL.D., St. John's University  
L.H.D., University of Detroit  
L.H.D., College of New Rochelle  
L.H.D., Park College  
Litt.D., St. Norbert College  
D.C.L., The University of the South  
LL.D., Oglethorpe University

R. Kevin Smyrl (2012)  
Vice President for Development and Alumni  
Relations  
B.S., Georgia Southern University

Donald S. Stanton (1988)  
President Emeritus  
A.B., Western Maryland College  
M.Div., Wesley Seminary  
M.A., The American University  
Ed.D., University of Virginia  
L.H.D., Columbia College  
LL.D., Western Maryland College  
Litt.D., Albion College  
Litt.D., Oglethorpe University

Denise von Herrmann (2011)  
Professor of Politics  
Provost and Vice President for Academic Affairs  
B.A., Washington and Jefferson College  
M.A., Jacksonville State University  
Ph.D., University of Alabama

[\(Back to ToC\)](#)