



# OGLETHORPE

## UNIVERSITY

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# Oglethorpe University Bulletin: 2019-2020

Original publication date: August 1, 2019.

Date this *Bulletin* is first effective: Following the conclusion of the 2019 summer semester.

Absolute expiration of the lifetime of this *Bulletin* and all of its revisions: Following the conclusion of the 2027 summer semester.

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Final responsibility for selecting/registering for courses and for meeting degree requirements rests with students.

Please see additional important information in [Sec. 1.1.](#) and [Sec. 1.2.](#)

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# 1. Disclaimers, Conventions and Definitions 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: 2019-2020*. Any reference to “Oglethorpe” or “the University” or “OU” is a reference to Oglethorpe University.

## 1.1. 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.

## 1.2. Publishing the *Bulletin*

### 1.2.1. Publishing Digital Editions of the *Bulletin*

The *Bulletin* undergoes a complete annual review and republishing (at <http://bulletin.oglethorpe.edu/>) in one or more digital formats. The intended useful lifespan of the *Bulletin* is the one academic year interval indicated in the *Bulletin*'s proper title. Thus, the intended useful lifespan of the current *Bulletin* is the totality of the 2019-2020 academic year. Hardcopy versions of the *Bulletin* will not ordinarily be made available.

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

The current digital edition of the *Bulletin* may be updated on an as-needed basis after original publication and before the end of the academic year to which it pertains. The revision number (if any), as well as the date on which the revision became effective, will be listed on the front page of the *Bulletin*. Previous, outdated *Bulletin* versions will continue to be archived at <http://bulletin.oglethorpe.edu/> and elsewhere.

### 1.2.3. Primacy and Official Nature of the Current PDF Edition of the *Bulletin*

The official *Bulletin* is the most recent digital edition which is published in PDF format at <http://bulletin.oglethorpe.edu/>. In all matters, the most recent digital edition of the *Bulletin* published in PDF format at <http://bulletin.oglethorpe.edu/> takes precedence over any and all other published materials of any nature, be they digital or hardcopy.

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

While the intended useful lifespan of this *Bulletin* is one academic year, 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 *Bulletin*. Thus, the *Oglethorpe University Bulletin: 2019-2020* and all of its revisions will cease to be viable, functioning documents following the conclusion of the 2026-2027 academic year.

### **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. The provost must authorize any alternative timeline and has the authority to veto any such alternative timeline even if it was approved by the faculty at large.

**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. The relevant vice president must authorize any alternative timeline and has the authority to veto any such alternative timeline.

### **1.4. Definitions**

Throughout this *Bulletin* the following definitions are in force.

#### **1.4.1. 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.

##### **1.4.1.1. 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.

#### **1.4.2. 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.

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Oglethorpe schedules classes, develops academic calendars and awards academic credit in a manner consistent with the federal definition of the semester hour (the Carnegie definition).

At Oglethorpe University, one semester hour of credit is granted for 750 minutes of **direct instruction** and 1,500 minutes of **student preparation** as defined below, or the equivalent thereof.

The minimum required 750 minutes for **direct instruction** must come from these 16 categories.

In-Person Class Meetings (traditional “seat time”)	Outside of Classroom Tests
Group Work Consultation with Faculty/Staff	Performance Practice with Faculty/Staff
Guest Speakers	Screenings of Instructional Videos/Films
Individual Consultation with Faculty/Staff	Service Learning with Faculty/Staff/On-Site Employees and Related Experiential Learning
Internship with Faculty/Staff/On-Site Employees and Related Experiential Learning	SI Recitation Meeting by an OU-Paid SI Leader (Group)
Laboratory, Field, or Studio Work with Faculty/Staff	Tutoring by an OU-Paid Tutor (Individual)
Library Research with Faculty/Staff	Virtual Class Meeting
Online Discussion Moderated by Faculty/Staff	Writing Consultation with Faculty/Staff

The minimum required 1,500 minutes for **student preparation** must come from these 11 categories.

Group Work: Peer Tutoring/Learning (Not Paid by OU)	Performance Practice
Group Work: Project/Graded Work	Reading
Homework	Service Learning and Related Experiential Learning
Internship and Related Experiential Learning	Studying
Laboratory, Field, or Studio Work	Writing
Library Research	

For a small number of classes, the embedded independent type of learning requires a different ratio of direct instruction to student preparation than the 1-2 ratio from this definition. Through an approved proposal to the Provost’s Office, the 1-2 ratio may be modified for the following types of classes only: honors thesis/honors thesis revision, independent study/advanced independent study, internship, and study abroad/study away. For all such classes, the total engaged learning time for one credit hour must remain at the 2,250 minutes from this definition (750 minutes of direct instruction + 1,500 minutes of student preparation), but the actual minutes in these two categories will be redistributed using the approved ratio.

Notes:

- Like many universities/professions, we take 50 minutes as a reasonable approximation for an hour.
- For our calculations, we use the 15-week semester framed in the Carnegie definition.
- This definition does not mandate the actual length of the OU semester.
- **Direct Instruction: 50 minutes x 1 credit x 15 weeks = 750 minutes**
- **Student Preparation: 2 x 50 minutes x 1 credit x 15 weeks = 1,500 minutes (1-2 ratio)**
- The minutes in this definition are calibrated to measure the amount of time a “typical” student is expected to take in order to complete the task at hand.



### 1.4.3. 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.

#### 1.4.3.1. Course Levels

Below 100-level	Nominally remedial or developmental courses which do not satisfy degree requirements
100-level	Nominally freshman undergraduate courses
200-level	Nominally sophomore undergraduate courses
300-level	Nominally junior undergraduate courses
400-level	Nominally senior undergraduate courses

See [Sec. 6.19.1.](#) for the definitions of the terms “freshman,” “sophomore,” “junior” and “senior.”

#### 1.4.3.2. 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.

Lower level courses, often designed with first year students and sophomores in mind, may also be suitable for juniors or seniors with little or no background in a particular discipline. Although lower level courses sometimes serve as prerequisites for upper level courses, they are not always stepping-stones to more advanced study. Rather, they may be ends in themselves, providing breadth, enrichment, or general knowledge.

Lower level courses generally have one or more of the following characteristics:

- Breadth: students gain some understanding of the extent of a field or discipline; or students learn how one field fits into or relates to other fields.
- Foundation: students become acquainted with principles, terms, methods, and perspectives of a discipline or professional field, as a basis for more advanced or specialized study. Lower level courses are those that majors are expected to complete in their first two years of study in the subject.
- Provide basic knowledge, skills and/or abilities: students develop essential skills, attitudes, and practices (e.g., basics of critical thinking, numeracy, communication, and problems

solving) important in many different fields of higher education and perhaps in everyday life.<sup>1</sup>

#### **1.4.3.3. 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.

Upper level courses generally have one or more of the following characteristics:

- Depth/Focus: students make in-depth study of a discipline’s theories and methods, developing an understanding of the applications and limitations of those theories.
- Specialization: students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice.
- Refinement: students build upon the “provide basics knowledge, skills and/or abilities” background noted above, applying these traits more discerningly or in more challenging contexts.
- Significant interdisciplinarity: The course requires two or more lower level courses from different disciplines to provide critical background. Students learn how to use content from several disciplines to understand complex systems and solve problems within those systems.<sup>2</sup>

#### **1.4.3.4. Numerals Assigned to Core Courses**

Core classes are typically enumerated in a way different than described above. These classes (which are designated by the three-letter disciplinary label COR) are typically labeled so that a leading “1” (as in COR 102, for example) is a course meant to be taken by freshmen, while a leading “2,” “3” or “4” (as, for example, COR 202, COR 301 or COR 400) indicates the course should be taken by sophomores, juniors and seniors. In that way, the cohort model which is common to the Core program is made plain in the enumeration associated with the various courses. All Core classes, regardless of their enumeration, have the qualities of lower level courses in that they seek to provide breadth, foundation and/or basic knowledge, skills and/or abilities. See additional information in [Sec. 7.1.1.](#)

#### **1.4.4. 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” semesters, 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 amount of contact time as in a regular semester for any given course.

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<sup>1</sup> Based on “Guidelines for Lower- and Upper-Division Courses,” University of Nevada at Reno, Accessed July 5, 2017, <http://www.unr.edu/Documents/provost/provosts-office/forms/CCLwrUprDiv.pdf>.

<sup>2</sup> Ibid.

#### **1.4.5. Session**

Any timeframe beyond a semester in which courses are scheduled. For example, Oglethorpe's fall and spring semesters each consist of three sessions: a traditional day session (of approximately 16 weeks), an evening session 1 (of approximately eight weeks) and an evening session 2 (also of approximately eight weeks). Likewise, in the summer semester there are three sessions, a traditional day session 1 (of approximately five weeks), a traditional day session 2 (of approximately five weeks), and an evening session (of approximately eight weeks).

#### **1.4.6. Academic Year**

The time following the conclusion of a given summer semester up through the end of the ensuing summer semester. For example, the 2019-2020 academic year spans the time following conclusion of the 2019 summer semester through the end of the 2020 summer semester.

#### **1.4.7. 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).

#### **1.4.8. 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 (SACSCOC).

#### **1.4.9. 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, tracks, concentrations 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.

##### **1.4.9.1. Traditional Undergraduate (TU) Program**

Consists of the academic programs available to students who are admitted into the TU Program (see [Sec. 4.1.1.](#))

#### **1.4.9.2. Adult Degree Program (ADP)**

Consists of the academic programs available to students who are admitted into the ADP (see [Sec. 4.1.2.](#)).

#### **1.4.10. Major**

A major represents a degree-seeking student's primary field of study. Students' majors are sometimes related to an anticipated vocation, but that is not their primary purpose in a liberal arts curriculum. The knowledge, skills and abilities that will serve students best in their professional careers are optimally developed within the curriculum as a whole. The major is an intensive study of an intellectual discipline and a deepening of understanding of a way knowing. The academic enrichment attained through a major opens access to other disciplines as well as an appreciation of the complexity of other fields of study. Students should consider carefully how all of the courses they select will supplement and complement work done in the major. Today's students will likely have many different careers but our goal at Oglethorpe is to teach transferable skills that will continue with students long after college.<sup>3</sup>

A major is a structured plan of study requiring a minimum of 36 semester hours (including prerequisites for all required courses) and a maximum of 64 semester hours (including prerequisites for all required courses). Exceptions to these limits are permitted if approved by the academic program committee and the faculty at large, but only for compelling reasons. It must be feasible for students to complete degree requirements within 128 semester hours (for TU students) and within 120 semester hours (for ADP students). The major appears on the official transcript.<sup>4</sup>

Every student earning a baccalaureate (bachelor's) degree must have at least one major. It is possible for students to earn a second major; please see [Sec. 6.19.5.](#) However, in no case will a student be able to earn more than two majors at Oglethorpe.

#### **1.4.11. Minor**

A minor represents an optional, secondary field of study for a degree-seeking student. No student may declare a major and a minor in the same field of study. Minors are not awarded except at time of degree conferral. That is, a minor is only awarded in conjunction with the awarding of a major/degree.

A minor is a structured plan of study requiring a minimum of 16 semester hours (including prerequisites for all required courses) and a maximum of 24 semester hours (including prerequisites for all required courses). Exceptions to these limits are permitted if approved by the academic program committee and the faculty at large, but only for compelling reasons. The minor appears on the official transcript.<sup>5</sup>

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<sup>3</sup> Modified from "Requirements for a Degree," Rhodes College, accessed July 5, 2017, <http://www.rhodes.edu/content/degree-requirements>

<sup>4</sup> Portions based on "UNC Charlotte Academic Policy: Definition of Undergraduate Majors, Minors, Concentrations, and Certificates," University of North Carolina at Charlotte, accessed July 5, 2017, <http://provost.uncc.edu/policies/definition-undergraduate-majors-minors>

<sup>5</sup> Ibid.

Please see [Sec. 6.19.4.](#) for information concerning the possibility that one or more of the same courses is required for both a major and a minor or that one or more of the same courses is required for two different minors.

#### **1.4.12. Track**

A track is a set of courses within a major or minor that satisfies a requirement of that program. A given track allows specialization after completion of substantial, foundational coursework. Therefore, a track may comprise no more than 50% of the credits required to complete a program and should be associated with at least one unique student learning objective.

#### **1.4.13. Certificate**

A certificate is a structured set of thematically related courses designed to provide recognition that a student has completed coursework in an applied area of focus. The certificate appears on the official transcript for all students who have earned the certificate. Unlike a minor (which is awarded only simultaneously with a degree), a certificate is transcribed as soon as it is earned, and it may be earned even by non-degree-seeking students.<sup>6</sup>

#### **1.4.14. Concentration**

A concentration is a structured set of thematically related courses of approximately the same scope as a minor but differing from a typical minor in that a concentration does not operate within a major but is an interdisciplinary pursuit. Like a minor (and unlike a certificate) a concentration is only awarded simultaneously with a degree.

#### **1.4.15. 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.

#### **1.4.16. Policy**

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

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

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

##### **1.4.16.2. Business Day**

Policies sometimes have timeframes established in terms of a certain number of “business days.” A business day is a weekday (Monday through Friday) during which the University is open for business. A business day typically spans the hours from 9:00 AM until 5:00 PM. Note that there

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<sup>6</sup> Ibid.

are a significant number of business days when no classes are held on campus; the entirety of Spring Break is but one example. Further, when classes are cancelled (due to inclement weather, for example) it may be that the University stays open for business. In that case, the day in question counts as a business day.

#### **1.4.17. Procedures**

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

#### **1.4.18. 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.

##### **1.4.18.1. Prerequisite**

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

##### **1.4.18.2. Co-requisite**

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

#### **1.4.19. Complaint**

A written 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.

#### **1.4.20. 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:

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

#### **1.4.21. 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:

- Implementation of or adherence to the policy, procedure, requirement or decision would result in undue hardship in light of extraordinary extenuating circumstances, or
- 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. 1.4.20.](#)) for definitions of "arbitrary" and "prejudicial" in this context), and
- 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.

#### **1.4.22. Appeal**

A written entreaty from an allegedly aggrieved student 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.

## 2. University Information

### 2.1. About Oglethorpe University

Founded in 1835, Oglethorpe University is Atlanta's only co-educational small private college, home to more than 1300 eclectic and engaged students from 33 states and 31 countries.

Renowned for the groundbreaking Oglethorpe Core, Oglethorpe's academically rigorous programs emphasize intellectual curiosity, individual attention, close collaboration among faculty and students, and active learning in relevant field experiences. Oglethorpe joins theory and practice in its A\_LAB (Atlanta Laboratory for Learning), an incubator for experiential learning through internships, study abroad, civic engagement, and undergraduate research.

Under the leadership of President Lawrence Schall since 2005, Oglethorpe is in an unprecedented era of innovation and growth, evidenced by increased enrollment and philanthropic giving, and new strategic entrepreneurial partnerships and programs. In 2018, Oglethorpe launched Flagship 50, a groundbreaking merit tuition scholarship program that matches all 50 states' flagship tuition for qualified students. The 2019 Fiske Guide to Colleges named Oglethorpe one of only 20 "Best Buy Schools" in the nation and the only one in Georgia.

This year marks the opening of the I.W. "Ike" Cousins Center for Science and Innovation and the Q. William Hammack, Jr. School of Business. Oglethorpe received a \$50 million gift commitment, the largest in its history, from alumnus Bill Hammack '73 to establish the new school of business.

In the past five years, Oglethorpe has seen the addition of an award-winning campus center; a residential complex with six state-of-the-art classrooms; and the expansion of arts and athletics facilities. Oglethorpe's study abroad venture with LeadAbroad has expanded its global footprint with the development of five global campuses in Barcelona, Cape Town, Greece, Paris, and Rome.

Oglethorpe is home to the Conant Performing Arts Center, Oglethorpe University Museum of Art, and the Piedmont School of Atlanta. The Oglethorpe Stormy Petrels compete in the NCAA Division III Southern Athletic Association.

### 2.2. Incorporation

Oglethorpe University is incorporated under the State of Georgia's Nonprofit Corporation Code. The charter, dated May 8, 1913 says in Article II:

*The purpose of the corporation shall be exclusively educational. The corporation shall own, manage, maintain, operate and conduct an institution of higher learning for the purpose of promoting and carrying on college, undergraduate and graduate education. The institution shall be independent, non-denominational, and non-sectarian and shall have the power to grant diplomas and confer such degrees as are usually conferred by institutions of higher learning in such manner and under such circumstances as the Board of Trustees may determine.*

Through the years the Charter has been amended and restated several times, both before and after the Georgia School Law of 1937, the most recent restatement being certified by the Secretary of State on May 30,

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2002, as the Articles of Incorporation of Oglethorpe University, Inc., in which the purpose is described as “exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c) (3) of the United States Internal Revenue Code of 1986...”

### **2.3. Oglethorpe University Mission Statement**

Oglethorpe University provides a superior education in which liberal arts and sciences and professional programs complement each other in a small-college environment within a dynamic urban setting. Oglethorpe’s programs emphasize intellectual curiosity, close collaboration among faculty and students, and engaged learning in relevant field experiences. Oglethorpe educates students to be citizens in a global world, readies them for responsible leadership, and empowers them to pursue meaningful lives and productive careers.

### **2.4. 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.

### **2.5. Accreditation**

Oglethorpe University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate (bachelor’s) degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Oglethorpe University. See additional important information in [Sec. 3.1.2.](#)

### **2.6. 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**

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**@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, 364-8319

Special Assistant to the President: Ms. Colleen Donaldson, cdonaldson, 364-8319

Provost and Vice President for Academic Affairs: Dr. Glenn R. Sharfman, gsharfman, 364-8317

Associate Provost: Dr. John Nardo, jnardo, 364-8327

Director of Academic Success and Advising: Mr. Rene Alvarez, ralvarez, 504-1978

Associate Director of Academic Success: Mr. Cecil Rose, crose, 364-8867

Assistant Director of Academic Success & Accessibility Coordinator: Ms. Heather Paige, hpaige, 364-8869

Academic Advisor: Mr. Blair Fortson, bfortson, 364-8335

Faculty Services Assistant: Ms. Stacia Kingston, skingston, 364-8377

Assistant Provost/Registrar: Mr. Brian Coldren, bcoldren, 364-8418

Associate Registrar: Ms. Melinda Peerboom, mpeerboom, 364-8455

Assistant Registrar: Mr. Esker Ligon, eligon, 364-8316

Enrollment Services Associate: Ms. Naomi Norris, nnorris, 364-8366

Dean of the Q. William Hammack, Jr. School of Business: Mr. Dennis Kelly, dkelly1, 364-1330

Assistant Provost/Special Advisor to the Dean of the Hammack School of Business for Strategic Engagement: Dr. Beth Concepción, bconcepcion, 364-8865

Chair of Division I (Philosophy, Fine Arts, and Communication and Rhetoric Studies): Mr. Alan Loehle, aloehle, 364-8411

Chair of Division II (History, Politics and International Studies): Dr. Kendra King Momon, kking, 364-8351

Chair of Division III (Natural Sciences): Dr. Charles Baube, cbaube, 364-8404

Chair of Division IV (Behavioral Sciences): Dr. Leah Zinner, lzinner, 364-8390

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

Chair of Division VII (English and Comparative Literature): Dr. Robert Hornback, rhornback, 364-8379

Chair of Division VIII (Foreign Languages): Dr. Mario Chandler, mchandler, 364-8382

Chair of Division IX (Mathematics and Computer Science): Dr. Philip Tiu, ptiu, 364-8431

Director of the Core Program: Dr. Sarah Terry, sterry, 364-8393

Director of the Honors Program: Dr. Seema Shrikhande, sshrikhande, 364-8891.

Director of the Oglethorpe University Museum of Art: Ms. Elizabeth Peterson, epeterson1, 364-8559

Curator of Collections: Mr. John Daniel Tilford, jtilford, 364-8552

Director of Philip Weltner Library: Mr. Eli Arnold, earnold, 364-8885

Director of the Rich Foundation Urban Leadership Program (RFULP): Dr. Kendra King Momon, kking, 364-8351

Director of the Environmental Studies Program: Dr. Roarke Donnelly, rdonnelly, 364-8401

Vice President for Business and Finance/Chief Financial Officer: Open, 364-8322

Controller: Mr. Mark Berger, mberger, 364-8303

Director of Human Resources: Ms. Sandy Butler, sbutler1, 364-8325

Payroll Specialist: Ms. Anne Guillory, aguillory, 504-3448

Director IT Services: Mr. Mike Jacobs, mjacobs, 364-8535

IT Helpdesk Manager: Ms. Julia Rodriguez, jrodriguez, 364-8465

IT Systems Administrator: Mr. Mike Angeloni, mangeloni, 504-3474

Facilities Director: Mr. Lance Knight, lknight, 364-8543

Director of Special Events: Mr. Joseph Lewis, jlewis1, 364-8440

Special Events Manager: Ms. Nicole Kang, nkang, 364-8864

Vice President for Campus Life/Dean of Students: Ms. Michelle Hall, mhall, 364-8335

Associate Dean of Students: Dr. Amy Palder, apalder, 364-8400

Assistant Dean & Director of Global Education, Dr. Marisa Atencio, matencio, 364-8862

Assistant Director of Student Involvement, Mr. Leron Burge, lburge, 364-8363

Assistant Director A\_LAB CCE: Ms. Jessica Winestock, jwinestock1, 504-1976

Athletics Director (AD): Mr. Todd Brooks, tbrooks7 , 364-8469

Senior Woman Administrator/: Ms. Cindy Vaios, cvaios, 364-8479

Sports Information Director: Mr. Nicholas Irwin, nirwin, 364-8419

Baseball Coach & Assistant Athletic Director Men's: Mr. Dan Giordano, dgiordano, 364-8487

Basketball Coach, Men's: Mr. Phil Ponder, pponder, 364-8422

Assistant Basketball Coach, Men's: Mr. Zach Altany, zaltany

Basketball Coach, Women's: Mr. Alex Richey, arichey, 364-8421

Assistant Basketball Coach, Women's: Ms. Katherine Frisby, kfrisby, 364-8434

Certified Head Athletic Trainer: Ms. Jamie Hobart, jhobart, 364-8486

Compliance Coordinator: Mr. Dan Giordano, dgiordano, 364-8487

Cross Country Coach, Men's and Women's: Mr. Kirk Shellhouse, kshellhouse, 364-8410

Golf Coach, Men's and Women's: Mr. Jim Owen, jowen, 364-8420

Lacrosse Coach, Men's: Mr. Zach Taylor, ztaylor, 364-8415

Lacrosse Coach, Women's: Ms. Brittney Hughes, bhughes, 364-8463

Soccer Coach, Men's: Mr. Jon Akin, jakin, 364-8416

Assistant Soccer Coach, Men's: Joe Baia, jbaia

Soccer Coach, Women's: Mr. Wes Anania, wanania, 364-8896

Tennis Coach, Men's and Women's: Mr. Paul Danielson, pdanielson, 364-8347

Track and Field Coach, Men's and Women's: Mr. Kirk Shellhouse, kshellhouse, 364-8410

Volleyball Coach, Women's: Ms. Anna Braun, abraun, 364-8480

Director of Campus Safety: Mr. Dwayne Smalls, dsmalls, 504-1188

Director of Career Development: Ms. Erin Sherrill, esherrill, 504-1993

Assistant Director for Career Development: Open, 364-8533

Director of Compliance & Title IX Coordinator: Ms. Regina Minberg, rminberg, 504-1225

Director of Counseling: Dr. Claire Fuller, cfuller, 364-8456

Director of Dining Services: Mr. Chris Lockerman, dining@oglethorpe.edu, 504-1411

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Director of LeadAbroad: Mr. Robbie Reese, info@leadabroad.com  
Director of On-Campus Store: Ms. Kathleen Guy, kguy1, 364-8361  
Director of Residence Life: Mr. Cody Teague, cteague, 364-8541  
    Coordinator of Residence Life, Mr. Blake Petty, bpetty, 364-8895  
Faculty Liaison to Civic Engagement and Service Learning: Dr. Matthew Wild, mwild

Vice President for Development and Alumni Relations: Ms. Robyn Furness-Fallin, rfurness-fallin, 364-8333

Director of Alumni Relations: Ms. Mary Rinaldi Winn, mrinaldiwinn, 364-8412  
    Associate Director of Alumni Relations: Ms. Clara St. Urbain, csturbain, 364-8893  
Director of the Annual Fund: Ms. Kristy Henry, khenry, 364-8338  
    Philanthropy and Digital Specialist: Ms. Olha Seredyuk, oseredyuk, 364-8476  
Director of Development Operations: Ms. April Castro, acastro, 364-8328  
    Development Services Specialist, Mr. Sauray Bhandary, sbhandary  
    Gift Processing and Stewardship Coordinator: Brianne NaLampoon, bnalampoon, 364-8330  
Director of Donor Relations and Special Initiatives: Ms. Barbara Bessmer Henry, bhenry, 364-8443  
Principal Gifts Officer, Mr. Steven Spencer, sspencer, 364-3470  
Principal Gifts Officer, Ms. Kathryn Ethridge, kethridge, 364-8439

Vice President for Enrollment and Financial Aid: Ms. Lucy Leusch, lleusch, 364-8308

Director of Extended Learning: Ms. Debbie Aiken, daiken, 504-3441  
Director of Admission: Ms. Whitney Lewis, wlewis, 364-8470  
    Admission Counselor: Ms. Kellie Beal, kbeal, 364-8446  
    Admission Counselor: Ms. Tanancia Blackwell, tblackwell1, 504-3405  
    Admission Counselor: Ms. Katy Brewster, kbrewster, 364-3402  
    Admission Counselor: Mr. Ethan Hawkland, ehawkland, 364-8448  
    Admission Counselor: Ms. Marion Michieka, mmichieka, 364-8455  
    Admission Counselor: Ms. Elizabeth Miralia, emiralia, 364-8441  
Director of Financial Aid: Mr. Chris Summers, csummers, 364-8355  
    Senior Financial Aid Counselor: Ms. Belinda Jones, bjones2, 364-8358  
    Financial Aid Counselor: Mr. Shane Desmond-Williams, sdesmond, 364-8357

Vice President for Marketing and Communications: Mr. J. Todd Bennett, tbennett1, 364-8329

    Senior Director, University Communications: Ms. Renee Vary Keele, rvary, 364-8868  
    Digital Content Manager: Mr. Bennett Wineka, bwineka, 364-8447

Vice President for Planning & Research/Special Assistant to the President, Dr. Carrie Mata, cmata, 364-8462

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

#### **3.1. Required Disclosures Related to Mandatory Reporting and Complaints**

##### **3.1.1. Disclosures Required by Federal and/or 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 items including (but not limited to):

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

Data for item A can be found at <https://nces.ed.gov/ipeds/home/usedata>. For additional requests related to item A please direct a written request to the Office of Institutional Research and Effectiveness, Oglethorpe University, 4484 Peachtree Road NE, Atlanta, GA 30319. The annual report related to items B and C is available at <http://safety.oglethorpe.edu/safety-reports/>. For additional requests and information related to items B and C please direct a written request to Dean of Students, Oglethorpe University, 4484 Peachtree Road NE, Atlanta, GA 30319.

Since Oglethorpe University is a private postsecondary institution operating under the authority of the State of Georgia, complaints against the institution may be filed with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). However, “the individual filing the complaint (complainant) should begin by making every attempt to achieve a fair and reasonable solution via the institution’s published complaint procedure[s].” Only if a fair and reasonable resolution cannot be reached through these processes should an individual file a complaint with GNPEC. The GNPEC complaint form can be accessed at <https://gnpec.org/gnpec-authorized-school-complainant-form/>.

##### **3.1.2. Disclosure Required by SACSCOC**

Oglethorpe University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC; see [Sec. 2.5.](#)) to award baccalaureate (bachelor’s) degrees. To file a complaint against Oglethorpe University for alleged significant non-compliance with one or more of SACSCOC’s standards or requirements, contact SACSCOC at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500. Complainants are asked to first consult [SACSCOC’s Complaint Procedures Policy Statement](#). Note that SACSCOC “expects individuals to attempt to resolve the issue through all means available to the complainant, including following the institution’s own published grievance procedures, before submitting a complaint to the Commission.” Please also note that normal inquiries about the institution (such as admission requirements, financial aid, educational programs, etc.) should be addressed directly to Oglethorpe University and not to SACSCOC.

## 3.2. Substantive Change Policy and Procedure

### Rationale

Oglethorpe University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or “the Commission;” see [Sec. 2.5](#)). Comprehensive Standard 3.12 of *The Principles of Accreditation: Foundations for Quality Enhancement* states, in part:

*“When an accredited institution significantly modifies or expands its scope, changes the nature of its affiliation or its ownership, or merges with another institution, a substantive change review is required. The Commission is responsible for evaluating all substantive changes to assess the impact of the change on the institution’s compliance with defined standards. If an institution fails to follow the Commission’s procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy.”*

Further, the Commission’s policy statement related to *Substantive Change for SACSCOC Accredited Institutions* indicates that:

*“Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.”*

The purpose of this policy is to assure compliance with the above requirements.

All potential substantive changes—whether proposed by students, faculty, staff, administration or board of trustees—must be discussed with and reviewed by the SACSCOC accreditation liaison, who is appointed by Oglethorpe’s president. Once informed of impending potential substantive changes, it is the responsibility of the accreditation liaison to ensure that potential substantive changes are reported to and, when warranted, approved by SACSCOC according to timeframes and relevant protocols established by the Commission.

### What is a substantive change?

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus.

- Closing a program, off-campus site, branch campus or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual degree program or a joint degree program with another institution.
- Acquiring another institution or a program or location of another institution.
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

### What are the procedures for reporting substantive change?

SACSCOC has identified three procedures for addressing the different types of substantive changes. These include:

- Procedure One, for the review of substantive changes *requiring notification and approval prior to implementation*,
- Procedure Two, for the review of substantive changes requiring *only notification prior to implementation*, and
- Procedure Three, for closing a program, site, branch campus or institution.

The different types of substantive change, the specific procedure to be used for each, their respective approval notification requirements and their reporting timelines are included in the policy statement on *Substantive Change for SACSCOC Accredited Institutions* (available at <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>).

Procedures for the institutional changes such as mergers, acquiring or adding programs, or changes in governance or legal status can be found in a separate document, *Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status* (available at <http://www.sacscoc.org/subchg/policy/Mergers.pdf>).

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

### Identifying and reporting substantive change

Oglethorpe's president is responsible for:

- Designating the accreditation liaison as his/her representative to submit substantive change notification letters and associated documentation to the president of SACSCOC or submitting such letters and documentation him/herself (while providing copies of all such correspondence to the accreditation liaison).

Oglethorpe's president and vice presidents are responsible for:

- Informing relevant personnel under their supervision about the existence of the SACSCOC policies concerning substantive change and the need to check with the accreditation liaison regarding any and all significant changes in policy to determine if they may meet the criteria for a substantive change as defined in the policy.

- Consulting with the University’s accreditation liaison regarding questions about substantive changes within their divisions.
- Providing sufficient time to notify SACSCOC prior to the implementation of any changes.
- Assisting with the writing of appropriate documentation and notification of substantive changes as needed by SACSCOC.

Oglethorpe’s accreditation liaison is appointed by the president and is responsible for:

- Staying up-to-date with SACSCOC policies and requirements related to substantive change.
- Serving as the contact person and communication liaison between SACSCOC staff and the University regarding substantive change matters.
- Meeting with the president and vice presidents yearly to review this policy and planned initiatives.
- Working with the appropriate vice president to develop a plan of action and timeline for any substantive change actions possibly requiring approval from SACSCOC.
- Preparing substantive change prospectus in collaboration with the appropriate administrators and faculty.
- Submitting substantive change notification letters and associated documentation to the president of SACSCOC, as authorized by the president.
- Maintaining a record of substantive changes, initiatives, action plans and their statuses.

### **3.3. 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; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; age; disability or handicap; genetic information; 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 (ADA) Amendments Act (ADAAA) of 2008, 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.

#### **3.3.1. 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; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; age; disability or handicap; genetic information; 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.



### 3.3.2. Accessibility 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 Americans with Disabilities Act Amendments Act (ADAAA) of 2008, 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 10.2.](#)) coordinates services, and provides information upon request, to students with disabilities. When possible, students with disabilities are asked to contact the accessibility services office prior to their first semester in order to register for assistance and ensure that appropriate accommodations are implemented; of course, it is never too late to register for assistance, and students are welcome to come to the accessibility services office at any time. The office responds to inquiries regarding campus accessibility, maintains a licensing contract for assistive technology, approves reasonable academic and housing accommodations, proctors examinations, and can assist with filing disability-related grievances and complaints. Additional information is available at <http://success.oglethorpe.edu/accessibility-services/>.

#### Non-Language Course Substitutions

Requests for variances and/or waivers related to non-language course substitutions or other academic requirements for students with documented disabilities are handled on a case-by-case basis. The assistant director of accessibility services 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.

Most TU students with learning differences can be successful at completing Oglethorpe's Core math requirement. However, Oglethorpe recognizes that some students with specific mathematics learning disabilities and processing disorders may be unsuccessful in completing the COR 203 Great Ideas of Modern Mathematics or the COR 314 Mathematics and Human Nature requirement even with the use of reasonable accommodations. In an effort to provide equal access to the curriculum, Oglethorpe allows a student with a documented mathematics-based disability and/or processing disorder to petition for a substitution of the Core mathematics requirement. The petition is initiated by completing an application for a faculty-approved course substitution prior to attempting the course to be used as a substitute for COR 203 or COR 314.

To initiate the process, the student must make a specific request and submit required documentation to the assistant director of accessibility services. It is the responsibility of the student to initiate this process. Students seeking a mathematics substitution must take into consideration the following caveats:

1. The mathematics course substitution policy can only be used to fulfill the COR 203 or COR 314 requirement. This policy does not concern disability related substitutions for any other mathematics courses as related to major, minor, or prerequisite requirements.
2. Both the chair of the division of mathematics and computer science and the Core director must approve all COR 203 or COR 314 course substitutions in advance.

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3. Oglethorpe is not responsible for delays in graduation that result from substitutions. The student should submit a request early in his or her program of study in order to allow ample time to meet the requirement.
4. Students are cautioned against attempting coursework without explicit permission to take a course as a substitution.
5. Courses previously taken may not necessarily fulfill the substitution requirement and as such may not be applied retroactively.

If the petition is approved, the student will receive permission from both the chair of the division of mathematics and computer science and Core director to take an alternate course in lieu of COR 203 or COR 314. Examples of possible substitutions include but are not limited to the following:

PHI 201 Formal Logic

CSC 201 Introduction to Programming

History of Mathematics (via the ARCHE program; see [Sec. 10.8.](#))

Final decision on course approval resides with the chair of the division of mathematics and computer science in consultation with the assistant director of accessibility services.

#### Language Course Substitutions

Most students with disabilities can succeed at the study of a foreign language. However, Oglethorpe recognizes that students with specific language processing difficulties may be unable to complete the language requirement. A student with a documented language-based disability may petition the University to complete faculty-approved course substitutions to fulfill this requirement.

To initiate the process, the student must make a specific request and submit required documentation to the assistant director of accessibility services. It is the responsibility of the student to initiate this process. If the request is approved, the student will receive permission from the chair of the division of foreign languages to take two four-hour culture-related courses on non-English speaking areas of the world, or language-related courses such as computer programming, in lieu of foreign language courses. Examples of eligible courses include but are not limited to the following:

ART 330 Far Eastern Art History – India, China, Tibet and Japan

GER 290 Special Topics in German Language, Literature and Culture

HIS 219 German History Since 1800

HIS 221 Russian History Since 1861

HIS 240 Latin America to Independence

JPN 251 Identity and Nation in Modern Japanese Literature

POL 231 Asian Politics

SPN/FRE 406 French and Spanish Crossroads in the Caribbean and Africa.

NOTE: Some short-term study abroad courses that do not require language study may be eligible.

Courses used as language substitutions cannot be counted toward the requirements of the student's major or minor. Language substitutions can only be applied to the language requirement; they are

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not granted for upper level language courses required by a major. Students are cautioned against attempting coursework without explicit prior permission to take a course to be used as a language substitution. All courses will be approved at the discretion of the chair of the division of foreign languages. Oglethorpe is not responsible for delays in graduation that result from substitutions. The student should submit a request early in his or her program of study in order to allow ample time to meet the requirement.

### Grievance Procedures

While disability services works diligently to provide the most appropriate accommodations possible in a timely manner, students have the right to file a grievance. Oglethorpe University strives to provide prompt and equitable resolution of complaints alleging action prohibited by the Americans with Disabilities Act (ADA) Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973.

Any student who believes that appropriate accommodations have not been provided or that discrimination has occurred against a student based on disability is permitted to file a grievance with the University as provided by the following grievance procedure. Oglethorpe University is committed to using its best efforts to resolve disputes pertaining to disability services in an informal manner whenever possible. To this end, a student who believes he/she has been aggrieved either by some action or inaction on the part of the University as a whole or by a particular individual is strongly encouraged to raise his/her concern directly with the individual or other appropriate official of the University.

### Procedures to File a Complaint

Whenever an individual is dissatisfied with the informal resolution of a grievance or prefers to file a formal complaint the following procedures shall apply.

Initial grievances regarding disability accommodations, accessibility, and inclusion should be first addressed to Ms. Tracy Hall, assistant director of accessibility services, at (404) 364-8869.

- The grievance must be submitted in writing, contain the name and address of the complainant, and describe the allegations.
- The description must include specific facts to support the allegation(s).
- The grievance must be filed within thirty (30) days of the alleged incident.

### Filing an Appeal

Once the assistant director reviews the grievance and records, and renders a response in writing, it is within the student's rights to appeal the decision or ask for additional review and consideration. These appeals must be addressed to the assistant provost at (404) 364-8418.

Upon appeal, an investigation, if appropriate, shall be conducted by the assistant provost. During this procedure, the complainant, the persons against whom the allegations have been made, and their respective representatives, if any, will have the opportunity to submit information and documentation regarding the complaint allegations. The investigation will be completed with written results of the investigation issued and a copy forwarded to the complainant within thirty

(30) business days of receipt of the complaint. The complainant may appeal the findings of the investigation by completing an online request at <http://hub.oglethorpe.edu/registration-records/academic-appeal/>.

### **3.3.3. 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; age; color; religion; national origin or ancestry; sex; sexual orientation; gender; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; disability or handicap; genetic information; citizenship status; veteran; 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, postings, faxes, documents or 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.

Sexual misconduct, harassment and assault are addressed in a separate policy; see [Sec. 12.3](#).

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 (ADA) Amendments Act (ADAAA) of 2008. 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. An informal resolution may not be possible in cases of alleged sexual assault.

Informal resolution focuses on communication, education and resolution while formal procedures focus on investigation and discipline. An informal resolution is not possible in cases of sexual assault. Informal complaints will be resolved within 15 business 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 business 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 business 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 business 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 business 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 business 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.

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

#### **3.4.1. 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.

#### **3.4.2. Code of Student Conduct** (see [Sec. 12.4.](#))

#### **3.4.3. Consensual Relationship Policy**

Oglethorpe University encourages the development of collegial and professional relationships among all members of the University community and is committed to a learning and working environment of civility and mutual respect. Faculty carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any behavior that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

The faculty-student relationship is one of trust in the University, and the faculty member has the professional responsibility for being a mentor, educator, and evaluator. Faculty-student romantic, dating, or sexual relationships, even if consensual, interfere with a student's pursuit of learning and the integrity of the academic environment and are of special concern because of the potential for conflict of interest and/or abuse of power. These types of romantic, dating, or sexual relationships can undermine the fundamental educational purpose of the University and disrupt the workplace and academic environment.

Sexual relationships between faculty members and undergraduate students are inconsistent with the mission of the University and inappropriate because they carry a risk of damaging the student's educational experience and the faculty member's career.

The University thus prohibits sexual relationships, even of a consensual nature, between faculty members and currently enrolled students.

Faculty members are strongly advised to exercise their best professional judgment concerning student-faculty relationships and to consider that intimate relations with students, even of a non-sexual nature, can be fraught with difficulties and the appearance of impropriety.

A faculty member who has received non-termination sanction(s) in writing from the provost under this policy may appeal in writing to the review committee (as defined in *The Faculty Handbook*). Upon receipt of such an appeal, the review committee solicits a letter from the provost to the committee outlining the case for such sanction(s), copied to the faculty member making the appeal. Both the faculty member and the provost may provide supplementary information for the review committee to use in its deliberations in addition to the appeal letter and provost's letter. The review committee makes a written recommendation about the appeal to the president, whose written decision on that appeal is final. The review committee's recommendation and the president's decision are copied to the faculty member making the appeal, his/her division chair, and the provost.

A faculty member who has received a termination sanction from the provost under this policy may appeal via the process outlined in Section III-L (Termination of Appointment or Academic Tenure) of *The Faculty Handbook*.

#### **3.4.4. 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. 4.](#)). 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/liable 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.

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

#### **3.5.1. 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 faculty member should 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.

### **3.5.2. Honor Code** (see [Sec. 11.](#))

### **3.5.3. Policy on Intellectual Property Rights**

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

### 3.5.4. 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. The University also supports the Digital Millennium Copyright Act of 1998 that made major changes to the United States Copyright Laws to make them compliant with the World Intellectual Property Organization (WIPO) Copyright Treaty and the WIPO Performances Phonograms Treaty. Under these provisions it is illegal to copy or distribute copyrighted materials. This includes music, movies, video, or games that are downloaded via file sharing networks like KaZaA, Gnutella, Napster, Blubster, and others, and which items are typically distributed without the permission of the copyright owner. Thus, these downloads are illegal. The University prohibits the downloading and distribution of copyrighted materials without the permission of the copyright holders and the proper licensing as required. 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 <http://library.oglethorpe.edu/services/copyright/> 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.

### 3.5.5. 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,

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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 academic program 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

Academic programs 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 program 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 academic programs 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 program. The psychology program traditionally uses humans as research participants more than any other program. In that program, human participants are used in research projects in three ways. First, the faculty in the program 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 program 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 program 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 program must follow the IRB guidelines for review and approval. In the third case (in-class experiments), the program 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 program will conform to the American Psychological Association's ethical standards and, when appropriate, research projects will be submitted to the IRB for its review.

Academic programs in similar situations, with similar types of classroom projects, do not need to submit them for IRB or program 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 two 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. Lisa Hayes	Phone: (404) 364-8391
Assistant Professor of Psychology	E-mail: <a href="mailto:lhayes1@oglethorpe.edu">lhayes1@oglethorpe.edu</a>
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:

<http://psychology.oglethorpe.edu/research/oglethorpe-university-institutional-review-board/>.

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

#### **3.6.1. 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.

Students are required to maintain current home addresses, local addresses, phone numbers and emergency contacts with the office of enrollment services. Please see [Sec. 6.6.](#)

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 enrollment services.

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 enrollment services 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.

#### **3.6.2. 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 Philip Weltner Library and the Turner Lynch Campus Center.

##### 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 federal, state and local laws, as well as 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

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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.

- 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. 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 written 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 (including, but not limited to, Peer-to-Peer programs such as Bit Torrent) 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 network bandwidth, hard disk storage space and/or printing excessive amounts of digital documents, programs, files or data;
  - Running grossly inefficient programs when efficient ones are available.
  - Recording another user's keystrokes by any means (such as a key logger device or key logger software, a video camera, a cellphone video, etc.).
- d. Individuals must not attempt to:
  - Access, modify, change or impede any aspect or component of Information Technology Systems.
  - Corrupt, encrypt or do any other harm to the system.
  - Subvert the restrictions associated with computer accounts, networks or computer software protections.

#### 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.



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

### General Responsibilities

1. 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. 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 written authorization.
2. 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.
3. 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.

### 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(s) may be informed of this action unless IT services is legally bound to secrecy or circumstances prohibit the release of the information.
- 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, allow the

appropriate department head or director access to data associated with the former employee's account.

- 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 (CIO) 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 Oglethorpe's president.

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.

### **3.7. 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.
- Traffic regulations are in effect 24 hours a day, year-round.
- The director of campus safety and dean of students have 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 signs 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 campus 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.
- Inoperable/Disabled vehicles must be reported immediately to Campus Safety 404-504-1998 and removed within 48 hours of notification. If the permit holder for that vehicle has delayed notification until after the receipt of a parking citation, they will be held responsible for the payment of that parking citation.
- Inoperable/Disabled vehicles left standing in driveways, driving lanes, tow lanes, fire lanes, blocking vehicles or any other No Parking areas are subject to being towed and fined.
- Any vehicle which has been issued a parking citation and remains in the same location for 24 hours, will be issued another parking citation.
- Any vehicle that has been parked illegally for three consecutive days, or which is parked legally but determined to be derelict, is subject to being towed and fined.
- After receiving three (3) parking citations, the person responsible for that vehicle is subject to the suspension of all parking privileges on campus. A meeting will be scheduled to determine future eligibility.

Parking Areas (please see parking map link below for details)

- The Keyhole area is reserved for special visitor parking only. No faculty, students, or staff are permitted to park in this area.
- Resident student parking is allowed in the following lots and spaces: Greek Row, Upper Quad, Bowden-Magbee, Maintenance Drive, Conant Performing Arts Center, and Traer and Dempsey parking areas.
- Commuter student parking is limited to areas in the Cousins/Schmidt and Hearst/Goodman parking lots.
- Faculty/staff parking is limited to the Schmidt/Dorough, Hearst, and library parking areas.
- Reserved parking, including buses and large vehicles, will be assigned on a case by case basis with the assistance and direction of campus safety.
- For fees associated with parking violations see [www.permitsales.net/OU](http://www.permitsales.net/OU).

Please access a campus parking map at: <https://safety.oglethorpe.edu/parking/> or <https://oglethorpe.edu/about/maps/>.

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 August 1 and the first day of classes in the fall semester. The availability of student parking permits will be announced prior to the start of the fall and spring semesters by way of email from campus safety.

- 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 decal provided to the registrant at the time of vehicle registration.
- Official decals may be used on a vehicle other than the registered vehicle for three days provided the registrant informs campus safety of the decal's use on a non-registered vehicle. The front of the decals must be completely visible at all times while on campus property.
- Parking permits can be purchased at <https://www.permitsales.net/OU>.

### Violations

All citations must be paid via the website <https://www.permitsales.net/OU> or in the business office. Please see the website for citation details.

Non-Parking violations are categorized under “reckless driving” and will be referred to the student conduct process or office of human resources.

### 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 card. Guests and visitors must pay the removal fee in the form of cash, credit or debit card in the business office located in Lupton Hall.

### Towing

If a boot remains on an offending vehicle for more than three consecutive days 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 parking decal.
- Displaying an unauthorized, revoked or altered permit.
- Parked in fire lanes, driveways, circular turnarounds, 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 parking permits may be issued by campus safety to campus visitors, on a case-by-case basis, at no charge. The driver of the vehicle must ensure that the temporary parking permit is clearly displayed within their vehicle when they park on campus. The driver of the vehicle must provide their contact information, and present a current driver's license and proof of insurance to obtain a temporary parking permit. The driver must also provide the name, campus address and telephone number of the person they are visiting on campus. Parking arrangements for visiting buses and large vehicles will be assigned on a case by case basis.

## Appeals Procedures

Any individual receiving a parking or traffic citation may log on to the portal at <https://www.permitsales.net/OU> to request a hearing on the citation, complete a citation appeal form or make a payment online.

The following reasons are not acceptable grounds for dismissing a parking or traffic citation:

- Ignorance of regulations
- Inability to find a legal parking space or no space available
- Inclement weather
- Late for class
- Improperly displayed decal or failure to display decal
- Failure to purchase a decal
- Permit used by another person

Requests for a parking violation appeal must be made within five calendar days of the citation date to the office of campus life.

- Student hearings will be held bi-weekly during fall and spring semesters. During the summer semester, student hearings will be held once a month. The appeals committee may make a decision based upon the written request with or without the presence of the alleged violator.
- Faculty and staff hearings will be held each month that school is in session full time.
- A person requesting a hearing may be present at his or her parking violation hearing and may present information as permitted by the director regarding the citation.
- A diagram or other pertinent information describing details concerning the citation may be submitted to the office of campus life.
- Tickets are considered pending during the parking violation hearing process.
- The appeals committee will hear the matter and render a decision. They may find that a parking violation occurred and impose the appropriate penalty, or may find that no parking violation

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occurred and dismiss the citation, or may suspend half or all of the fine imposed as a result of a finding of fact in the hearing.

The ruling of the appeals committee may be appealed to the dean of students in writing within three calendar days from the decision. The decision from the dean of students is final.

All decisions are transmitted to the alleged violator at the email address supplied online and a formal letter.

### **3.8. 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 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., that are created as a result of the individual being a student 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, enrollment services, 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 and the parents or guardians have established this dependency with the Oglethorpe University office of enrollment services.
- Oglethorpe University officials who have an educational interest in the student, including but not limited to faculty, staff, 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 office of enrollment services.

## 2. Directory Information

Directory information is information not generally considered harmful or invasive of privacy if disclosed. The University may (but is not required to) release directory information to parties having a legitimate interest in the information. Oglethorpe University defines directory information as the following: student name, University e-mail address, telephone listing, date 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 semester of enrollment for that academic year. If a student has questions about the ramifications of this action, please consult the registrar in enrollment services for more information.

## 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. Access will be made available within 45 days of receipt of a valid 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. 6.20.6.](#)).

#### 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 (as defined by the IRS). 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.

### 3.9. General Policies for Handling Student Complaints, Appeals and Requests for Exception

Whenever a University policy or requirement has an embedded process for resolving complaints, appeals, or requests for exception (meaning variance and/or waiver; please see [Sec. 1.4.19](#) and [Sec. 1.4.20](#) for definitions of these terms), then the embedded process must be followed. The more general policies described subsequently in this section may never be substituted in place of an embedded one. Examples of policies which have embedded processes for resolving complaints, appeals, and requests for exception include (but are not necessarily limited to):

- "Non-Language Course Substitutions," "Language Course Substitutions," and "Grievance Procedures" sections of the Accessibility Programs and Services policy ([Sec. 3.3.2.](#))
- Policy Prohibiting Discrimination, Harassment and Retaliation ([Sec. 3.3.3.](#))
- Consensual Relationship Policy ([Sec. 3.4.3.](#))
- Academic Freedom and Responsibility ([Sec. 3.5.1.](#))
- Policy on Intellectual Property Rights ([Sec. 3.5.3.](#))

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- Parking, Driving and Vehicle Registration Policies and Regulations ([Sec. 3.7.](#))
- Family Educational Rights and Privacy Act (FERPA) ([Sec. 3.8.](#))
- Admission Appeal ([Sec. 4.6.1.](#))
- Financial Aid Appeals ([Sec. 5.13.](#))
- Financial Aid Suspension ([Sec. 5.14.4.2.](#))
- Grade Appeal Policy ([Sec. 6.20.6.](#))
- Academic Dismissal ([Sec. 6.22.2.3.](#))
- Honor Code ([Sec. 11.](#))
- Policy on Sexual Misconduct ([Sec. 12.3.](#))
- Code of Student Conduct ([Sec. 12.4.](#))

For student complaints, appeals, and requests for exception not subject to an associated embedded process in an extant policy, procedure or regulation, the system described below will be followed. Note that employee complaints, appeals, and requests for exception are governed by policies established in the *Faculty Handbook* and/or the *Employee Handbook* and are therefore not subject to the following protocol.

### **3.9.1. Academic Committee for Complaints, Appeals and Exceptions**

Consists of the associate provost, the registrar, 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 as needed, including soon after the drop/add and midterm periods each session.

### **3.9.2. Non-Academic Committee for Complaints, Appeals and Exceptions**

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 as needed.

Throughout the following, the term “complainant” means that student who is wishing to register a complaint or appeal, or request an exception (variance or waiver; see [Sec. 1.4.19](#) and [Sec. 1.4.20](#) for definitions of these terms). The term “relief” means that which satisfies (either partly or completely) the complainant’s objection(s) and/or request(s).

The general procedure for handling complaints, appeals and requests for exception 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. It is an informal discussion between the relevant parties which is mandated, as many common issues can be resolved in this fashion. If the request for relief is time-sensitive, the student complainant bears the responsibility for initiating informal resolution as soon as possible after the precipitating event(s). If sufficient relief is granted the appropriate party will implement the agreed-upon resolution and no further action need be taken by any of the parties. A written record of the transaction and resolution is to be maintained by the University employee involved in the process. If relief is denied or is adjudged by the complainant to be unsatisfactory in nature or scope, the complainant has ten business days to initiate Step 2 of this process. Students should bear in mind that, for time-sensitive requests, Step 2 should possibly be initiated well before the expiry of the ten business day window.

### Step 2

The complainant submits the University's online form for registering written complaints, appeals and requests for exception. The form can be found at <http://hub.oglethorpe.edu/registration-records/academic-appeal/>. The student should select "General Academic Appeal or Waiver Request" from the drop-down box if the matter is academic in nature (having to do with a particular course, the awarding of academic credit, schedule changes, academic deadlines, etc.). The student should select "Non-Academic Committee for Complaints, Appeals, Variances and Waivers" if the matter is non-academic (things related to finances, financial aid, residence life, etc.). Complainants should add as many details as they can to the form. It is also possible to attach other digital documentation to the form prior to its submission. The submitted form will be automatically sent to the associate provost, who will forward all relevant materials to either the Academic Committee for Complaints, Appeals and Exceptions or the Non-Academic Committee for Complaints, Appeals and Exceptions, whichever is appropriate. The committee receiving the request for relief may interview the complainant and others and has thirty business days to render a decision, although time-sensitive matters are typically considered in a much shorter time frame. The committee's decision 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 University official, who is subsequently responsible for ensuring implementation of the committee's decision. If relief is denied or is adjudged by the complainant to be unsatisfactory in nature or scope, 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 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 University official, who is responsible for ensuring implementation of the president's decision. 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 exception 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.

## 4. 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; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; age; disability or handicap; genetic information; 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/liable 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 ensure 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.

### 4.1. 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 Adult Degree Program (ADP). 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 admission options (see below).

#### **4.1.1. Traditional Undergraduate Program (TU)**

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 ADP 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 ADP 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. 8.](#) and [Sec. 9.](#) of this *Bulletin* for additional information.

#### **4.1.2. Adult Degree Program (ADP)**

Degree-seeking applicants must be 22 years of age or older at time of original application. The program offers coursework during the morning, afternoon and evening hours, and is therefore ideal for adults who work full-time or nearly full-time. Students in the ADP 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. 8.](#) and [Sec. 9.](#) of this *Bulletin* for additional information.

#### **4.1.3. Hammack School of Business (HSB)**

The Hammack School of Business (HSB) was established in 2017 by a \$50 million gift commitment from alumnus Q. William “Bill” Hammack, Jr. ’73. Opened in fall 2019, HSB includes the faculty and all programs in business and economics: accounting, business administration, economics, human resource management, international business, and nonprofit management.

There is no separate application for the Hammack School of Business. Admitted or currently enrolled students will automatically be admitted to HSB at the time they declare a major or minor in an HSB program.

#### **4.1.4. 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, dual enrollment students, transient students, special status students or to audit one or more courses. Please see [Sec. 4.4.](#) for further information on the admission possibilities and requirements for these types of students.

#### **4.1.5. Switching Between TU and ADP Programs**

Students admitted into the TU program may, in time and as a result of changing circumstances, find they might be better served by being in the ADP, and vice versa. Students are cautioned that switching between these programs is never easy and is sometimes impossible. For example, TU students must complete an entirely different general education program than ADP students. Further, the number of majors and minors available to ADP students is a small fraction of those available to TU students. There are other significant differences, as well. Students are urged to consult [Secs. 7., 8.1.](#) and [8.5.](#), and to talk with their academic advisor and personnel in the HUB, prior to earnestly contemplating switching

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between these programs. Students who ultimately wish to attempt to switch between these programs may do so by filing an appeal using the process outlined in [Sec. 3.9.1](#).

## 4.2. Traditional Undergraduate (TU) Admission

Please see [Sec. 4.1.1](#) 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 <http://oglethorpe.edu/admission/undergraduate-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

### 4.2.1. Freshman Applicants

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

- Have never enrolled in a college or university, or
- Have been joint enrolled and/or dual 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. 10.16](#) 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 requires all enrolling freshmen to submit a final transcript to show completion of academic work and official graduation.

#### 4.2.1.1. Deadlines

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

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### 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. Early action admission decisions are mailed on a rolling basis, typically within two weeks of completion of the application, 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 1. 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.

#### **4.2.1.2. 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.

#### **4.2.1.3. 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 Evidence-Based Reading and Writing and Math subscores (regardless of test date) and combines the two highest subscores to get the highest possible total score.

- For the ACT, Oglethorpe considers the highest individual subject area tests (English, Math, Reading and Science—regardless of test date) and combines the four highest subject area scores to get the highest possible total score.
- Oglethorpe considers any official 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 or dual 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), College Level Examination Program (CLEP) or Cambridge International AS and A Level Examinations 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. 6.8.1.](#) of this *Bulletin*.

#### **4.2.1.4. 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 complete the online housing application or the housing exemption form as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete an online housing form, please visit <http://reslife.oglethorpe.edu/>.

All entering students must fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### **4.2.1.5. 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.

#### **4.2.2. 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 or dual 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. 4.2.1.](#) of this *Bulletin*.

##### **4.2.2.1. 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.

##### **4.2.2.2. 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 warning, probation or exclusion from another institution will not be considered for admission.

##### **4.2.2.3. 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.

#### **4.2.2.4. 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 complete the online housing application or the housing exemption form as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete an online housing form, please visit <http://reslife.oglethorpe.edu/>.

All entering students must fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### **4.2.3. 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:

- 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)

#### **4.2.4. 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.

##### **4.2.4.1. 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 to [Sec. 4.2.1.1.](#)

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.

##### **4.2.4.2. 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. 4.2.4.5](#). The admission office encourages international students to arrange telephone or online interviews.

#### **4.2.4.3. 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.

#### **4.2.4.4. 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 complete the online housing application or the housing exemption form as soon as possible after submitting the enrollment deposit. For more details about campus residency requirements or to complete an online housing form, please visit <http://reslife.oglethorpe.edu/>.

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 fulfill the requirements of our immunization policy (see [Sec. 6.5](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### 4.2.4.5. 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. 4.2.4.6.](#)

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 112.
- 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 6.5.
- Official scores from the Pearson Test of English.
  - Minimum score of 60
- Official scores from the Versant Test.
  - Minimum score of 64+
- Official scores from iTEP Academic Test.
  - Minimum score of 3.9-4.0
- Official scores from the SAT (Scholastic Assessment Test).
  - Minimum score of 550 on the Evidence-Based Reading and Writing section.
  - 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 550 on the Evidence-Based Reading and Writing section.
  - 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).

#### **4.2.4.6. International Study Center Pathway Program**

Oglethorpe University's International Study Center Pathway Program is designed for F-1 international students who will begin study toward the completion of an Oglethorpe baccalaureate degree while at the same time, for one to three semesters, also be taking courses to improve their English Language proficiency. Oglethorpe University is responsible for the issuance of the Form I-20 to qualified pathway students.

The Pathway Program combines in-person classes required to earn an Oglethorpe degree, taught by Oglethorpe faculty, with intensive English instruction in-person provided by our onsite language provider, Study Group. Study Group is accredited by ACCET, the Accrediting Council for Continuing Education and Training. All courses carry credit on the basis of the Carnegie unit. All students will be full-time students requiring enrollment in at least 12 credit hours of classes per each 15-week semester.

Students are admitted for a one to three 15-week semester Pathway Program (4-12 months). To qualify, students must be high school graduates with a cumulative grade point average of 2.5, have completed high school math with a grade of C or above, and have achieved a minimum IELTS score of 4.5.

At the completion of the pathway program, students must have achieved a cumulative grade point average of 2.0 in all Oglethorpe coursework, a cumulative grade point average of 2.5 in our English language courses, be in good standing financially and in regard to behavior, and achieve English language test results equivalent to IELTS 6.5. in order to continue to the degree program.

All courses offered by Oglethorpe University in the Pathway Program are taught in-person on the Oglethorpe campus by Oglethorpe faculty.

### **4.3. Adult Degree Program (ADP) Admission**

Please see [Sec. 4.1.2.](#) above for an overview of the ADP program.

Please direct all inquiries to:

Office of Admission  
Oglethorpe University  
4484 Peachtree Rd NE  
Atlanta, GA 30319  
(404)364-8307  
[admission@oglethorpe.edu](mailto:admission@oglethorpe.edu)

The ADP application is available online at <http://adults.oglethorpe.edu/>.

#### **4.3.1. Deadlines**

For all start sessions, 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 ADP fall, spring or summer semesters.

#### **4.3.2. 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.

#### **4.3.3. 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 of at least 250 words (typed).

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

#### **4.3.4. Enrollment Policies**

All entering students must fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

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

Please see [Sec. 4.1.4.](#) above for an overview of admission for non-degree seeking students.

#### **4.4.1. 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. Joint enrolled students are not eligible for financial assistance.

##### **4.4.1.1. Deadlines**

For all start sessions, 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.

#### **4.4.1.2. 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.

#### **4.4.1.3. 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 admission coordinator for joint enrollment.

#### **4.4.1.4. 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 fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### **4.4.2. Dual Enrollment**

The Georgia Dual Enrollment program (formerly Move On When Ready) is open to high school students in the State of Georgia seeking to supplement their high school curriculum by enrolling in college courses that will fulfill high school course requirements and result in college credit. Tuition for Dual Enrollment students is paid by the Georgia Student Finance Commission. Fees and books are paid by the university.

##### **4.4.2.1. Eligibility and Admission Criteria**

Dual enrolled students must be enrolled in an accredited public/private high school or accredited home study program with a minimum cumulative GPA of 3.0 and earn the following standardized test scores:

ACT: 23 Composite (no score less than a 20 in any subsection) SAT: Pre-March 2016  $\geq$  1100  
Critical Reading + Math; Redesigned Exam  $\geq$  1170 Evidence-Based Reading and Writing + Math

##### **4.4.2.2. Application Deadlines**

Fall May 31; Spring November 30; Summer April 1

#### **4.4.3. 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

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may enroll for a maximum of 16 semester hours. Transient students are not eligible for financial assistance.

#### **4.4.3.1. Deadlines**

For all start sessions, 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.

#### **4.4.3.2. 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.

#### **4.4.3.3. Application Requirements**

A completed application for transient admission includes the following:

- Submission of the transient application form. This form is available online at <http://oglethorpe.edu/admission/undergraduate-admission/how-to-apply/transient/>.
- Payment of the application fee.
- Official transcript from the current institution.

#### **4.4.3.4. Enrollment Policies**

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

All entering students must fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### **4.4.4. 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.

#### **4.4.4.1. Deadlines**

For all start sessions, 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.



#### **4.4.4.2. 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.

#### **4.4.4.3. Application Requirements**

A completed application for special status admission includes the following:

- Submission of the special status application form. This form is available online at <http://oglethorpe.edu/admission/undergraduate-admission/how-to-apply/special-status/>.
- Payment of the application fee.
- Official transcript from the last institution attended, or a copy of the secondary school or college diploma.

#### **4.4.4.4. 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 fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

#### **4.4.5. 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.

##### **4.4.5.1. Deadlines**

For all start sessions, 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.

##### **4.4.5.2. Admission Consideration**

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

##### **4.4.5.3. Application Requirements**

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

- Submission of the audit application form. This form is available online at <http://health.oglethorpe.edu/immunizations/>. Proof of last education experience in the form of a diploma or transcript is required.
- Payment of the application fee.

#### **4.4.5.4. Enrollment Policies**

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

All entering students must fulfill the requirements of our immunization policy (see [Sec. 6.5.](#)). Instructions are available at <http://health.oglethorpe.edu/immunizations/>.

### **4.5. Additional Information of Interest to all Undergraduate Applicants (TU, ADP and Non-Degree Seeking)**

- 4.5.1.** For information on Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) or Cambridge International AS and A Level tests and equivalencies please see [Sec. 6.8.1.](#) of this *Bulletin*.
- 4.5.2.** For information on obtaining academic credit as a result of joint enrollment or dual 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 [Sec. 6.8.2.](#) through [Sec. 6.8.4.](#) of this *Bulletin*.
- 4.5.3.** For information about foreign language placement and prior study of Chinese, French, German, Japanese, or Spanish please see [Sec. 6.4.4.](#) of this *Bulletin*.
- 4.5.4.** For information on placement into introductory levels of mathematics, biology, chemistry and physics, please see [Sec. 6.4.1.](#) through [Sec. 6.4.3.](#) of this *Bulletin*.

### **4.6. Additional Admission Policies**

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

#### **4.6.1. Admission Appeal**

Candidates who were denied admission into one of the undergraduate programs or as non-degree seeking students may appeal in writing for reconsideration. Candidates 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.

#### **4.6.2. 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 session or semester, the

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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.

#### **4.6.3. Admission Reactivation**

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.

## 5. Financial and Financial Aid Information

Enrollment services offices are located in the basement of Lupton Hall. This area is responsible for assessing tuition and fees, for processing payments, and for administering financial assistance to students who, without such help, might be unable to attend Oglethorpe University.

The University establishes a deadline for making payment arrangements for each academic term. By that date the student account balance not covered by financial aid must either be paid in full or completely covered by payment arrangements approved by the University. Students without complete payment arrangements after the deadline may be removed from classes, may lose their residence hall assignment, and may have late fees applied to their account. Payment arrangement deadlines are as follows: Fall 2019 semester - August 5, 2019; Spring 2020 semester - December 17, 2019.

A student will not be allowed to register for a subsequent academic term until all past due financial obligations are paid in full. When a student account has an overdue balance, a HOLD is placed on the account. In addition to suspending existing course pre-registration or preventing future registration, this HOLD status may also deny access to University services including the production of requested transcripts or diplomas. Notwithstanding scheduled payments due under University prescribed or approved payment plan arrangements, Fall 2019 balances must be paid by October 25, 2019 in order to register for the Spring 2020 semester, and Spring 2020 balances must be paid by March 24, 2020 in order to register for Fall 2020 semester.

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 University authority or official. More detailed information can be found on the enrollment services website at <https://hub.oglethorpe.edu/billing-payments/>. Please consult [Sec. 1.1.](#) for a more comprehensive statement concerning student responsibilities.

### 5.1. Tuition and Fees

Tuition, room and board, and fees are subject to change each academic year. Current tuition and fee rates are available <http://hub.oglethorpe.edu/tuition-fees/>.

#### 5.1.1. Tuition

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

##### 5.1.1.1. 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; these limits on semester hours refer to the total of all attempted semester hours for a given semester, including every session offered within that semester. Additional fees are incurred for enrolling for more than 19 semester hours in a given fall or spring semester (including all sessions within that semester). Enrolling for fewer than 12 semester hours in a given semester (including all sessions within that semester) means that a student is not full-time. Tuition charges apply for each fall and each spring semester.

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#### **5.1.1.2. ADP and Part-time TU Students Enrolling in a Fall or Spring Semester, and all Students (TU and ADP) Enrolling in a Summer Semester**

Tuition is based on the program (TU or ADP) and on the number of semester hours for which the student is enrolled in that semester (including all sessions within that semester).

#### **5.1.2. Room and Board**

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. Block meal plans and a per-meal price are available for commuter students who wish to eat occasional meals in the University dining hall. Meal plans may be required as prescribed by University Residence Life for students applying to be exempted from the University residency requirement.

Students who live on campus during the summer semester are charged a weekly rate for housing only. A per-meal price is available for all students during the summer semester; however, board charges are not included in gross housing charges for the summer semester.

#### **5.1.3. Fees**

Fees are subject to change without notice. The most current up to date information can be found at <https://hub.oglethorpe.edu/tuition-fees/>.

##### **5.1.3.1. Orientation Fee**

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

##### **5.1.3.2. Activity Fee**

Required of all full-time, degree-seeking students (TU and ADP) in both the fall and spring semesters.

##### **5.1.3.3. Overload in Hours Fee**

Required of each TU student who receives permission to register for more than 19 semester hours in a given semester (including all sessions within that semester). Please also see [Sec. 6.10.3](#).

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

Fees are required of each student who enrolls for a video course, music lessons, a computer science course with a lab component, or a science course with a laboratory component. Fees are also required for some studio art courses. Please see the individual course descriptions in [Sec. 13](#) to determine whether fees apply to a particular studio art class.

#### **5.1.3.5. 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 enrollment services 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. This fee does not apply to new freshmen and transfers entering Oglethorpe effective Fall 2018.

#### **5.1.3.6. Payment Plan Enrollment Fee**

Required of all students who enroll in an installment plan to satisfy their account balance.

### **5.2. Statement of Account**

For each student, an account statement is maintained and available on the student's OASIS account. Statements include, but are not limited to, tuition, fees, room and board charges and meal plan charges.

### **5.3. Financial Obligations**

Payment arrangement must be made and final payment of all tuition and fees must be completed for each academic term by the dates published on the University website at <http://hub.oglethorpe.edu/billing-payments/>. 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. 6.9.2.](#)) 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 study abroad or attend 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. Any disputes to charges must go through the non-academic committee for complaints, appeals and exceptions (see [Sec. 3.9.2.](#))

#### **5.3.1. 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 enrollment services area from the employer verifying the reimbursement. The balance is due no later than 30 days after the end of the semester (or session within a 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 (or sessions within semesters).

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

Students qualified for tuition exchange benefits will receive cumulative gift assistance that is equal to tuition. Students receiving tuition exchange benefits are expected to live on campus while enrolled at Oglethorpe. Like all other forms of financial aid, students must maintain Satisfactory Academic Progress (SAP; see [Sec. 5.14.](#)) to retain tuition exchange benefits.

Please refer to the Employee Handbook for eligibility requirements and details.

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## 5.4. 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/debit card.

Oglethorpe also offers a payment plan option. Payment plans enable students to divide their account balances into regular installments throughout a term. All students are pre-approved to participate in a payment plan during the term in which they are enrolled. Payment plans expire at scheduled dates prior to the end of each term and are subject to a payment plan enrollment fee (see [Sec. 5.1.3.](#)). Plans are also subject to late fees and returned payment fees. Payment schedules other than those prescribed by the University must be approved in advance by the office of the controller.

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.

## 5.5. Financial Aid: Introduction

Oglethorpe University's financial aid programs are administered in conjunction with a federally established policy and a philosophy of financial aid for education. The University offers a variety of strategies and resources to keep the net cost of an Oglethorpe education affordable. Financial aid offered at Oglethorpe includes both need-based and merit awards offered by federal, state, institutional and private sources. The University may offer an institutional match to certain state awards, with such decisions determined annually. Students are encouraged to disclose any secured, third-party scholarships to Oglethorpe prior to the beginning of the fall semester. Any third-party scholarships disclosed after the fall semester may impact institutional aid or be applied to future terms. 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).

## 5.6. Financial Aid: Merit-Based Oglethorpe Scholarships

These are restricted to full-time TU students. Merit scholarship recipients are required to uphold and adhere to both Oglethorpe's honor code and code of student conduct and to federal, state and local laws. Violations or liabilities against either code, or arrest and conviction for a crime, or arrest and acceptance of responsibility for a crime, may result in the suspension (either temporary or permanent) of an Oglethorpe merit scholarship.

### 5.6.1. James Edward Oglethorpe Scholarships

James Edward Oglethorpe Scholarships cover tuition unpaid by state scholarships and grants for a maximum of eight regular (fall and spring) semesters of undergraduate study in the TU program. Recipients are selected during the annual Scholarship Weekend competition for rising first-time, full-time freshmen held on campus in 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 eight regular (fall and spring) semesters provided

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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 of a James Edward Oglethorpe Scholarship are required to live on campus (excluding Gables Brookhaven) while enrolled at Oglethorpe. For application procedures and deadlines, contact the office of admission.

#### **5.6.2. Civic Engagement Scholarships**

Civic Engagement Scholarships cover tuition unpaid by state scholarships and grants for a maximum of eight regular (fall and spring) semesters 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 for rising first-time, full-time freshmen held on campus in 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 a maximum of eight regular (fall and spring) semesters 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 30-hour per semester volunteer placement arranged through the center for civic engagement. Recipients of a Civic Engagement Scholarship are required to live on campus (excluding Gables Brookhaven) while enrolled at Oglethorpe. For application procedures, deadlines and requirements, contact the office of admission.

#### **5.6.3. OU Theatre Scholarships**

OU Theatre Scholarships cover tuition unpaid by state scholarships and grants for a maximum of eight regular (fall and spring) semesters of undergraduate study in the TU program. Candidates must demonstrate a commitment to performing and must major in Theatre or English. Recipients are selected during the annual Scholarship Weekend competition for rising first-time, full-time freshmen held on campus in January of each year and are expected to perform two prepared monologues, participate in a seminar and write an essay based on the seminar discussion. This scholarship is renewable for a maximum of eight regular (fall and spring) semesters 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. Continued dedication to theatre and to Oglethorpe's professional theatre partners, The Horizon Theatre or The Alliance Theatre, is expected. Recipients of an OU Theatre Scholarship are required to live on campus (excluding Gables Brookhaven) while enrolled at Oglethorpe. For application procedures, deadlines and requirements, contact the office of admission.

#### **5.6.4 Hammack Scholarship**

Hammack Scholarships cover tuition unpaid by state scholarships and grants for a maximum of eight regular (fall and spring) semesters of undergraduate study in the TU program. Recipients are selected during the annual Scholarship Weekend competition for rising first-time, full-time freshmen held on campus in 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 the pursuit of entrepreneurial or business-related opportunities and the desire to major in a business field. Each candidate will be evaluated based on a presentation, computer simulation competition, and a writing

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assessment. This scholarship is renewable for a total of eight regular (fall and spring) semesters 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 of a Hammack Scholarship are required to live on campus (excluding Gables Brookhaven) while enrolled at Oglethorpe. For application procedures and deadlines, contact the office of admission.

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

Full-time TU students who are not selected for one of the full-tuition scholarships (see [Sec. 5.6.1.](#) through [Sec. 5.6.4.](#), 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 \$18,000 to \$22,000 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 Presidential Scholarships with Recognition must maintain a minimum cumulative grade-point average of 3.2 while earning 12 or more semester hours each fall and spring semester. Recipients of Oglethorpe's other merit-based scholarships are expected to maintain Satisfactory Academic Progress (SAP, see [Sec. 5.14.](#)) 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 maximum of eight regular (fall and spring) semesters provided recipients meet the minimum grade-point average requirements specified above and earn a minimum of 12 semester hours each regular (fall and spring) semester.

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

First-time freshmen who are IB Diploma candidates are conditionally eligible for a \$1,500 per year scholarship, renewable for up to a maximum of eight regular (fall and spring) semesters. 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 Satisfactory Academic Progress (SAP, see [Sec. 5.14.](#)) and earn a minimum of 12 semester hours each regular (fall and spring) semester to renew the IB scholarship.

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

Freshman Choral and Music Performance Awards provide up to \$2,000 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.

### 5.6.8. OU Match for Georgia HOPE

For recipients of the HOPE Scholarship (see [Sec. 5.10.1.](#)) or Zell Miller Scholarship (see [Sec. 5.10.2.](#)), Oglethorpe may consider introducing an institutional match to the amount of the HOPE Scholarship awarded by the state of Georgia. If a student is determined to be HOPE-eligible, this match will be automatic. The match amount will be the same as the current year's HOPE amount. This award is only offered at the time of a student's admission to Oglethorpe.

### 5.6.9. Out-of-State HOPE Equivalents

For students who reside in Florida, Louisiana, Tennessee, Alabama, North Carolina, South Carolina, Texas or Mississippi and graduate from high school with a 3.0 GPA or higher, Oglethorpe may consider the student for an award of \$3,500 per year. Recipients need to maintain a cumulative grade-point average of 3.0 or higher while at Oglethorpe. These awards are merit-based grants directly from Oglethorpe and are only offered at the time of a student's admission to Oglethorpe.

#### Flagship 50

For first-year students who reside in one of the 50 states, including the District of Columbia and U.S. Territories and who have earned a cumulative high school grade point average of 3.5 (as calculated by Oglethorpe) and achieved an SAT Evidenced-Based Reading and Writing + Math score of 1250 or an ACT composite score of 26, Oglethorpe will ensure the student's tuition and fees net of grants and scholarships is equal to the in-state tuition and fees charged by the flagship public college in the student's home state. Eligible state or federal grants can be received in addition to this award. Recipients must remain enrolled full-time at Oglethorpe and in good academic and conduct standing. These awards are merit-based grants directly from Oglethorpe and are only offered at the time of a student's admission to Oglethorpe. A student's Flagship 50 award amount is calculated prior to a student's matriculation to Oglethorpe and remains fixed. Once calculated, a Flagship 50 award amount does not fluctuate from year to year.

### 5.7. Financial Aid: 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 and 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:** Students enrolled in the B.S. in Physics (Engineering Track) degree program may not use any Oglethorpe assistance to attend other institutions.

### 5.8. Financial Aid: 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 two junior students (rising seniors) who contribute significantly to student life, as determined by the office of campus life, and who have achieved a grade-point average qualifying them for Latin honors. The scholarship will support the students during their 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 Leo Bilancio Scholarship Fund: Created with a gift from Dr. Theodore P. Kallman '68 and Deborah B. Kallman in memory of Oglethorpe faculty member, Dr. Leo Bilancio, this scholarship benefits a History major (or if no student meets the qualifications a student in Division Two) who has demonstrated financial need and who maintains good academic standing.
- 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 Homer Edgar Bodiford, Jr. Scholarship Fund: Funding was established from the estate of Mr. Bodiford, an Oglethorpe alumnus from the class of 1949. The fund is to provide a scholarship or scholarships to an Oglethorpe student or students in good academic standing with demonstrated financial need, as determined by the director of financial aid.

- 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 1966 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 L. Thomas Clements '86 and Penelope B. Clements Scholarship: Funding was established by a gift from L. Thomas Clements, Oglethorpe class of 1986, and his wife, Penelope B. Clements. The scholarship will be awarded annually to an Oglethorpe student who has substantial demonstrated financial need and who has maintained good academic standing.
- 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 was 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 Paul L. Dillingham Memorial Scholarship Fund: Funding was established in 2014 by a gift from Barbara Rosson Dillingham. The fund is to provide a scholarship or scholarships to an Oglethorpe student or students in good academic standing, majoring in a discipline housed within the Hammack School of Business, with preference given to students majoring in Accounting.
- The R. E. Dorough Endowed Scholar: Funding was established by a gift from Mr. Dorough's estate. Scholarships from this fund are awarded to able and deserving students based on the criteria outlined in his will. Mr. Dorough 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 J. Lewis Glenn '71 Scholarship Fund: Funding was established by a donation from Mr. Glenn in 2014. This fund provides an annual scholarship for a student who has substantial demonstrated financial need, who has completed his/her first year in good academic standing, and who has shown outstanding leadership qualities and a significant interest in community service. Preference may be given to a student who has declared a minor in Non-Profit Management.
- The John T. and Betty V. Goldthwait Scholarship Honoring Dr. Thornwell Jacobs: Funding was established by a gift from the estate of Dr. John T. Goldthwait, an Oglethorpe alumnus from the class of 1943. The Scholarship is awarded each year to an Oglethorpe student who has demonstrated superior academic achievement (a grade-point average of at least 3.25), leadership ability and active community involvement.
- 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 Golden Petrels Endowed Scholar: the fund was established in 2014 through the generosity of the Class of 1963 and the Class of 1964 on the occasion of their 50<sup>th</sup> reunions. The intention of the scholarship is "to give to others, so they too can be enriched by an Oglethorpe education."
- 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 Nell and Jesse Hall Scholarship Fund: Established by a bequest from former Oglethorpe board chair Jesse Seaborn Hall, this fund is for scholarships for Oglethorpe students, with a preference for students who are working part-time while attending school.
- 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 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 adult degree program (ADP).
- 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 Janice M. McNeal '98 Scholarship: Funding was established by Ms. McNeal, Oglethorpe Class of 1998. This scholarship is awarded to an able and deserving student of sophomore standing, with preference given to residents of Fulton County, Georgia, or the City of Atlanta who attended a public high school. Recipients may continue to receive scholarship funding throughout their remaining years at Oglethorpe provided they remain in good standing with the University.

- 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 to students needing financial assistance in order to study abroad. The students chosen to receive this aid will be recommended by the director of the CGE (center for global education) and the director of financial aid to the president or provost for selection.
- 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
  - Dondi Cobb Memorial
  - Louis Colombo, Sr.
  - The Michael A. Corvasce Memorial Endowed Scholar
  - The Virginia O. Dempsey '29 Scholar
  - The Ernst & Young Endowed Scholar
  - Lenora and Alfred Glancy Foundation
  - 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. Tebo Endowed Scholar
  - The L. W. "Lefty" and Frances E. Willis Endowed Scholar
- The Tony and Louise Palma Scholar: Funding was established by a gift from Dr. and Mrs. James Cox to honor the late Antonio M. Palma, an alumnus from the class of 1942, and his wife Louise. The scholarship is awarded to an able and deserving Oglethorpe senior in academic good standing.
- The David Reynolds Pass Scholarship for the Applied Liberal Arts: Funding was established by a gift from Mr. Pass, a 1998 graduate of Oglethorpe University. The purpose of the fund is to provide a scholarship to an Oglethorpe undergraduate student who has a thirst for liberal arts and demonstrates strong potential for practically applying liberal arts education to make a meaningful difference in the world.

The scholarship will be awarded to an incoming freshman student who possesses an outstanding record of academic achievement, strong extracurricular background, and does not qualify for federal need-based awards. The scholarship is renewable for a maximum of four years provided the student maintains a minimum GPA of at least 3.0.

- Pullen Family Scholarship Fund: Funded by a gift from Robert H. (Pete) Pullen '79, this scholarship is awarded to a Chemistry major (or if no candidates meet the qualification a student in Division Three), who has demonstrated financial need and who maintains good academic standing.
- 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 international students or to first-generation college students enrolled in Oglethorpe's adult degree program (ADP).
- 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 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.

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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.

## **5.9. Financial Aid: 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 Assistance League of Atlanta Links to Education Scholarship: Funding is awarded to students with financial need, a grade-point average of 2.5 or higher, and who have demonstrated participation in community service, past and present. Citizens of the United States who are Georgia residents are eligible.
- The Dr. Barbara R. Clark Book Award: Funding is provided annually for this award by Oglethorpe University alumna Dr. Karen J. Head '98. The award is given to a non-traditional student or students with financial need, for the purpose of purchasing textbooks and is named in honor of Dr. Barbara R. Clark, professor emeritus. Preference will be given to students attending Oglethorpe full-time. The award can be renewed as long as the student remains in good academic standing with the University.
- The Coca-Cola Oglethorpe Scholars Program: This program, funded by The Coca-Cola Foundation, the global philanthropic arm of the Coca-Cola Company, began in January 2013 and will provide 100 first generation college students with scholarships over four years.
- 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.

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- 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 who are deserving and in need of financial assistance.
- The Ruth Winecker '87 and John Winecker '85 Annual Scholarship: awarded annually to a student or students who are self-identified members of the LGBT (lesbian, gay, bisexual or transgender) community, or who have shown leadership in advocacy of LGBT issues on campus.
- The Winestock Foundation Scholarship: Funding is provided by The Winestock Foundation of DeKalb County, Georgia. Scholarships are awarded to students with demonstrated financial need who are currently enrolled in good standing at Oglethorpe University as traditional day (TU), adult degree program (ADP), and/or financial planner program (FPP) students. Preference will be given to veterans of the United States armed forces.

## **5.10. Financial Aid: State Assistance for Undergraduate Students (TU and ADP)**

### **5.10.1. HOPE Scholarships**

HOPE Scholarships of \$2,152 (12 semester hours or more) and \$1,077 (6-11 semester hours) per semester are available to:

- U.S. citizens or permanent residents who also reside in Georgia , and 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 while fulfilling Georgia's published Academic Rigor Requirements.

The applicant must be a Georgia resident for at least 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. Consideration for 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 either complete the online application called GSFAPPS online at

[www.gafutures.org](http://www.gafutures.org) or each year's FAFSA. For more information, please visit [www.gafutures.org](http://www.gafutures.org) or Oglethorpe's enrollment services area.

### **5.10.2. Zell Miller Scholarships**

Zell Miller Scholarships of \$2,808 (12 semester hours or more) and \$1,404 (6–11 semester hours) per semester are available to:

- U.S. citizens or permanent residents who also reside in Georgia, and 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 while fulfilling Georgia's published Academic Rigor Requirements, and who
- earned a minimum ACT score of 26 or a minimum SAT score of 1200 (math and verbal combined), achieved in one sitting.

The applicant must be a Georgia resident for at least 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. Consideration for 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 either complete the online application called GSFAPPS online at [www.gafutures.org](http://www.gafutures.org). For more information, contact the Zell Miller Scholarship Program at 770-724-9000 or 1-800-505-GSFC or Oglethorpe's enrollment services area.

### **5.10.3. Georgia Tuition Equalization Grants**

Georgia Tuition Equalization Grants (GTEG) are available to:

- U.S. citizens or permanent residents who also reside in Georgia, and 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 either complete an application online called GSFAPPS at [www.gafutures.org](http://www.gafutures.org) or each year's FAFSA and may be required to submit additional eligibility information to Oglethorpe. The amount of the award is determined annually (and is currently \$475 per semester). Financial need is not a factor in determining eligibility.

## **5.11. Financial Aid: Federal Assistance for Undergraduate Students (TU and ADP)**

### **5.11.1. 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.

### **5.11.2. 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.

### **5.11.3. 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. Students seeking consideration for federal work-study must first file a FAFSA.

### **5.11.4. 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 and does not exceed 150% of the length of the academic program attempted. Students are responsible for paying accruing interest on any Unsubsidized Stafford Loan. Federal regulations allow dependent 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 (\$5,500 subsidized and \$2,000 unsubsidized). Undergraduate students who are classified as independent by the FAFSA may be eligible to borrow additional amounts. Students may borrow up to \$23,000 in cumulative Subsidized Stafford Loans toward undergraduate study. Combining both subsidized and unsubsidized, dependent students may borrow up to a total of \$31,000 in Stafford Loans for undergraduate study, while independent students may borrow up to a total of \$57,500. 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 enrollment services area or online at [www.studentloans.gov](http://www.studentloans.gov).

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

William D. Ford Federal PLUS Loans are long-term loans available to credit-worthy parents of dependent undergraduate students through the U.S. Department of Education. 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 parents may borrow up to the student's cost of attendance annually.

## **5.12. Financial Aid: Application Policies and Procedures for State and Federal Assistance**

This section applies to all undergraduate students, both TU and ADP.

### **5.12.1. 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

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regular degree-seeking students and must have a high school diploma, GED certificate, or successful completion of a home school program. Transient and special status students, students enrolled less than half-time, and 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). Beginning with the fall 2016 semester, applicants may complete the FAFSA beginning on October 1, but no later than August 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 enrollment services area. 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: Oglethorpe's merit-based scholarships, 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. 5.14.](#)).
- 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 semester hours for the semester (including all sessions within 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 (including all sessions within 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, HOPE Scholarship, and Zell Miller Scholarship programs for the first time must submit a GSFAPP from the Georgia Student Finance Commission Web site at [www.gacollege411.org](http://www.gacollege411.org).

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

Disbursements of annual awards will follow the schedule indicated on the student award letters (with the exception of federal work-study) and will be automatically credited to students accounts each

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semester by the enrollment services area after the drop/add period, provided the student continues to remain enrolled and all necessary paperwork has been completed. Need-based 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 for each academic year they attend. The preferred deadline for receipt of a completed financial aid file is May 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 Satisfactory Academic Progress (see [Sec. 5.14.](#)). A 3.2 or higher cumulative grade-point average is required for renewal of Presidential Scholarships with Recognition and for all full-tuition scholarships such as the James Edward Oglethorpe, Civic Engagement and OU Theatre 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. 5.12.1.](#)

### **5.13. Financial Aid Appeals**

The enrollment services area 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 from the enrollment services area. In order for any request to be considered, complete documentation must be submitted along with the request. If a student’s FAFSA is selected for verification, this process must be completed before a Request for Review can be considered. All submitted requests will be evaluated and reviewed by the financial aid director, 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.

### **5.14. Satisfactory Academic Progress**

Unless otherwise indicated, in this section “student” refers to any undergraduate (TU or ADP) 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.

#### 5.14.1. Qualitative Standard

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.

#### 5.14.2. 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.

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

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

#### 5.14.3. 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 semester hours, this provides up to 192 attempted semester hours to complete a 128 semester hour degree program. For students seeking a second undergraduate degree, the maximum time frame (using the above example) is 252 attempted semester hours or 150% of hours needed to complete the first degree, plus 60 additional semester hours.

The maximum timeframe calculation is performed as follows:

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

T = All semester hours transferred from other institutions

R = All remedial semester hours attempted

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

$$P = A + T - R$$

All transfer semester 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 semester 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 semester 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 semester hours attempted or earned for SAP determination and students do not receive a grade in audited classes.

#### **5.14.4. 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.

##### **5.14.4.1. 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 be placed on financial aid suspension upon the conclusion of their semester of warning.

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

Students who 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



financial aid director 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 financial aid director is final and cannot be appealed to the U.S. Department of Education. Students in financial aid suspension may appeal more than once in light of new extenuating circumstances, although a student may not appeal more than twice.

#### **5.14.4.3. 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.

### **5.15. 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 schedule prescribed by the University or one approved by the office of the controller. See especially [Sec. 5.3.](#) and [Sec. 5.4.](#)
- If the student receives any federal, state or institutional aid, then the student is making SAP (see [Sec. 5.14.](#)) and is not on financial aid warning, suspension or probation.

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

Please consult [Sec. 6.3.](#) and [Sec. 6.9.](#) for registration policies, [Sec. 6.10.](#) for information on academic load, and [Sec. 6.16.](#) for a discussion of schedule modification, including dropping and adding courses and withdrawing from single courses. Withdrawal from the University is discussed in [Sec. 6.24.1.](#) The policies and procedures described in the entirety of [Sec. 5.16.](#) (below) pertain most directly to students whose entire schedule is comprised of courses that span the full timeframe of a given semester (which is a sixteen week period in both

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the fall and spring semesters). Registration in any course or courses that do not span the entire timeframe of a semester, such as courses offered during sessions embedded within a semester and scheduled for periods of time less than the full extent of the semester, can lead to a variety of financial and financial aid outcomes upon dropping, adding and/or withdrawing from such individual courses. Related problems can arise when a student leaves the University before the conclusion of a semester, either voluntarily or involuntarily. Therefore, students who enroll in courses which do not span the entire timeframe of a semester are strongly advised to seek the counsel of personnel in the enrollment services area prior to adding, dropping and/or withdrawing from individual courses. Similar counsel is urged, when practicable, before students leave the University in the midst of a semester.

#### **5.16.1. Withdrawing from the University Prior to the First Day of Classes**

If a student decides to withdraw from the University any time prior to the start of business on the “first day of classes” (or FDOC) for the session in question and as determined by the University’s official academic calendar, 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 HUB prior to the FDOC. A student who officially withdraws from the University prior to the FDOC will be entitled to a 100 percent refund of tuition and fees already paid for that session. If applicable, the student will receive a refund of room and board charges paid for the session, 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 the end of their residential occupancy at 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.

#### **5.16.2. Withdrawing from the University On or After the First Day of Classes**

All students are advised to meet in person with a manager or director in the enrollment services area prior to actually withdrawing from the University to make certain they understand the associated financial and financial aid implications.

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 session. 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 or ADP) 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 after the start of business on the “first day of classes” (FDOC) for the session in question and as determined by the University’s official academic calendar will not be eligible for a refund of any fees, even if the student withdraws from the University for any reason later the same session. 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 the start of business on the FDOC, a refund or offset of tuition charges (not fees, which are not refundable at this stage) is determined by the “official withdrawal date” (OWD) and the Tuition Percentage Refund Schedule (see below). The OWD 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 HUB. The Tuition Percentage Refund Schedule is as follows:

Academic Term	Tuition Percentage Not Eligible for Refund
Fall or Spring 16-Week Session	10% for each week <sup>7</sup> or fraction thereof elapsed from the FDOC to the OWD
All Other Sessions	25% for each week <sup>1</sup> or fraction thereof elapsed from the FDOC to the OWD

Students receiving government grants or loans who withdraw during an academic term will be subject to the refunding of all or a portion of these grants and loans according to the regulations applicable to the particular government aid program. Students receiving institutional aid who withdraw during an academic term will retain their institutional aid at the same rate as their Tuition Percentage Not Eligible for Refund. The refunded financial aid is returned to its source, not to the student. The calculations associated with this process are complex and all students are advised to meet in person with a manager or director in the enrollment services area 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 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 the end of their residential occupancy at 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.

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 (referred to herein as the “official withdrawal date” or OWD) will be the date on which the HUB 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.

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<sup>7</sup> A Monday through Friday period is considered one complete week for purposes of this table.

- Fees are only refundable for those who withdraw from the University prior to the start of business on the FDOC.
- 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 as outlined above.

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

Non-academic withdrawal is explained in [Sec. 6.24.2](#). 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. 5.16.](#)), except that the “official withdrawal date” (OWD) is the date that the dean of students notified the student that he/she is to be non-academically withdrawn. If the student appeals the dean of students’ 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.

### **5.18. 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. 5.16.](#)), except that the “official withdrawal date” (OWD) is the date of death and, if applicable, no termination fee for breaking the housing contract is assessed.

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

Expulsion is explained in [Sec. 6.24.4](#). From financial and financial aid perspectives, expulsion is handled exactly the same as is withdrawal from the University (see [Sec. 5.16.](#)), 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.
- The “official withdrawal date” (OWD) is the date that the student receives official notification that he/she is to be expelled. 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.

## 6. Academic Policies, Procedures and Requirements

Students and employees are particularly urged to read and understand [Sec. 1.](#) and [Sec. 3.](#) of this *Bulletin*. The components of Oglethorpe's academic program are contained predominantly in [Sec. 6.](#) through [Sec. 11.](#), 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 and ADP).

### 6.1. Academic Calendar

Please see [Sec. 1.4.](#) for definitions germane to the formulation of Oglethorpe's academic calendar. Every session has its own academic calendar consisting of critical dates for that session. The official academic calendars for all sessions are maintained by the registrar and published at <http://hub.oglethorpe.edu/registration-records/academic-calendars/>. The official academic calendars maintained and published by the registrar supersede and take precedence over all other calendars which may be published on individual syllabi, divisional webpages, in Moodle or in any other place.

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

Please see [Sec. 3.6.](#) for additional important policies relating to digital media, information and communication.

#### 6.2.1. 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. 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. See additional important information in [Sec. 3.6.](#) and [Sec. 10.13.](#)

#### 6.2.2. 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, tablet computers, iPads, 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

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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, tablet computers, laptop computers or similar communication devices during scheduled course meetings (including class time, laboratories, quizzes, exams, review sessions, individual instruction, or similar activities) in the University. By default such devices must be 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. With the instructor's explicit permission, electronic devices may be turned on. Even then the devices should have the sound turned off and vibrate mode also turned off. These 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. 3.9.](#)
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.

## **6.3. Activities for New Students**

Students are "new" if they have never before attended Oglethorpe. This includes first-time freshmen and freshmen transfers ([Sec. 4.2.1.](#)) as well as other transfer students ([Sec. 4.2.2.](#)). New TU students may only enter at the start of a fall or spring semester, but not a summer semester. Any exception to this requires pre-approval of the vice president for enrollment and financial aid. New ADP students may enter in any session offered throughout the calendar year.

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

#### **6.3.1.1. MAP Days**

In conjunction with the provost, the director of academic success and advising, and the office of campus life, the office of admission schedules and coordinates MAP Days each summer. All students who intend to enter during the ensuing fall semester are expected to attend one of these sessions. During MAP Days, students will be afforded the opportunity to take the mathematics placement test ([Sec. 6.4.1.](#) through [Sec. 6.4.3.](#)) and the language placement test ([Sec. 6.4.4.](#)), as necessary, so that their first semester's schedule can be prepared most accurately.

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Entering degree-seeking international students who are unable to attend any MAP Days session 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 fall, the international student services coordinator arranges advising between Oglethorpe and the student's home institution.

For non-international students who are unable to attend any MAP Days session, arrangements are made by other means 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.

#### **6.3.1.2. Orientation and Welcome Week**

All new Oglethorpe students must attend scheduled orientation and welcome week activities. All students matriculating will pay an orientation fee (see [Sec. 5.1.3.](#)). This fee helps pay for various activities and events held during orientation.

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

There is no MAP Days session for new TU students who enter in the spring semester. Instead, there is an orientation prior to the start of classes. Students entering in the spring will be afforded the opportunity to take the mathematics placement test ([Sec. 6.4.1.](#) through [Sec. 6.4.3.](#)) and the language placement test ([Sec. 6.4.4.](#)), as necessary, so that their semester's schedule can be accurately prepared.

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 student services coordinator arranges advising between Oglethorpe and the student's home institution.

#### **6.3.3. New ADP Students Entering in Any Session Throughout the Calendar Year**

Most ADP students have had prior post-secondary experience, and so an extensive orientation is usually unnecessary. However, an abbreviated orientation session specifically for ADP, or an individual consultation with an appropriate ADP program staff member, students is provided in advance of each of the University's 8-week sessions. Additionally, each entering student will meet with an advisor from academic success prior to the student's first session 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 relevant upcoming session.

### **6.4. Placement Testing for Certain Disciplines**

TU and ADP students who will be studying mathematics, science (including biology, biopsychology, chemistry, and physics/engineering), economics and/or foreign language (Chinese, French, German, Japanese or Spanish) courses must often take an appropriate placement test prior to their enrollment in the first such course. The

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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. 6.11.](#)

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

There are three mathematics courses that have no prerequisites: MAT 111 Statistics, MAT 120 Introduction to Functions, and MAT 121 Applied Calculus. Also, the mathematics Core class, COR 314 Mathematics and Human Nature, has no prerequisites. Thus, any of these four courses can be taken at any time by any Oglethorpe undergraduate student, although junior standing (or higher) is strongly recommended when taking COR 314.

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

Course	Prerequisite (Earning a grade of C- or better)
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:

- Passing the specified prerequisite course at Oglethorpe with a grade of C- or better, or
- Taking a materially equivalent course at another regionally accredited post-secondary institution and transferring the credit to Oglethorpe (see [Sec. 6.8.2.](#) through [Sec. 6.8.6.](#) 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. 6.8.1.](#) for additional details).

Though 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 available throughout the admission process and by appointment at other times with academic success. The test will discern in which one of several 100-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 must take the mathematics placement exam. The results may indicate that the student is prepared to take MAT 131 Calculus I already, without taking any of the prerequisites. Or the placement test may indicate 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 required to take the mathematics placement exam before they first register for classes at Oglethorpe.

#### 6.4.2. 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.

Science Lecture Course*	Prerequisites (all with a grade of C- or better) or Co-requisites*
BIO 110 Biological Inquiry	Prerequisite: MAT 120 Introduction to Functions Co-requisite: BIO 111 Biostatistics
BIO 111 Biostatistics	Prerequisite: MAT 120 Introduction to Functions Co-requisite: BIO 110 Biological Inquiry
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
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	Prerequisite: MAT 130 Advanced Functions Co-requisite: MAT 131 Calculus I
PHY 202 College Physics II	Prerequisites: MAT 131 Calculus I and PHY 201 College Physics I Co-requisite: MAT 132 Calculus II

\* Please note that each introductory-level chemistry and physics lecture course has a separate lab, whereas BIO 110 Biological Inquiry bundles the lecture and lab together. In all cases students must take the lecture and corresponding lab simultaneously. For example, those enrolled in CHM 101 must also be simultaneously enrolled in CHM 101L General Chemistry Laboratory I.

As an example, a student who wishes to take BIO 110 Biological Inquiry and/or CHM 101 General Chemistry I must satisfy the mathematics prerequisite in any of the ways outlined in [Sec. 6.4.1](#). 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 110 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 with a grade of C- or better before enrolling in either BIO 110 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 pass MAT 130 (and possibly even MAT 120, as well) with a grade of C- or better prior to enrolling in PHY 101.

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

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 co-requisite for PHY 202 College Physics II 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.

#### **6.4.3. Mathematics Prerequisites and Mathematics Placement Testing for Economics Majors and Minors**

Students who plan to major or minor in Economics are subject to a 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 choose to demonstrate proficiency by satisfactorily completing MAT 131 are reminded that MAT 131 has mathematics prerequisites of its own (see [Sec. 6.4.1.](#)). Therefore, such students should take the mathematics placement examination as soon as possible (preferably prior to their first semester at Oglethorpe) so MAT 131, as well as any necessary prerequisites, can be completed in a timely way. 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.

#### **6.4.4. 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. Students should consult the chair of the division of foreign languages or personnel in academic success for details. 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.

### **6.5. Immunization Records**

As indicated throughout [Sec. 4.](#), 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 or ADP; and regardless of whether the student is a freshman, a transfer, a transient, joint enrolled, dual enrolled, or any other possibility or status) must be in compliance with Oglethorpe’s immunization policy.

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 confirmation of immunity to measles, mumps and rubella (MMR), varicella (chicken pox), tetanus/diphtheria (Td) and hepatitis

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B, prior to registering for and attending any classes. The appropriate form is available online at <http://health.oglethorpe.edu/immunizations/>. Georgia law requires that students residing in campus housing be provided information on meningococcal disease and vaccination. Further information is available at <http://health.oglethorpe.edu/immunizations/> or from the office of campus life or the office of residence life.

## **6.6. Personal Demographic Information**

A student's personal demographic information (including, but not limited to, the student's legal name, 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 the appropriate change in information form, which is available at the HUB and also online at the HUB website, <http://hub.oglethorpe.edu/>. The completed form is submitted to the enrollment services office.

## **6.7. Advising**

Oglethorpe University is committed to providing quality advising, which is an integral part of the educational process. The primary purpose of advising is to assist students in the development of meaningful educational plans compatible with the attainment of their life goals. Students who work closely with their advisors are more likely to meet their goals and achieve collegiate success. Students should maintain regular contact with their advisor, and are expected to work with their advisor throughout each semester to ensure the proper sequencing of courses, discuss completion of degree requirements, explore post-graduation plans, and inquire about any other academic matter.

Effective advising is characterized by a good working relationship between the advisor and the student, which adapts to the experiences and changing needs of the student. Quality advising also requires understanding, affirming, and respecting the individual differences within the University community. The advisor is expected to develop the knowledge, experience, and interest for successfully communicating with students in a genuine, sincere, accurate, and confidential manner. Students are expected to understand University and program requirements and accept responsibility for fulfilling them. Together, advisors and students are expected to maintain a professional and mutually respectful relationship as they progress toward the attainment of educational objectives.

### **6.7.1. Advising for TU Students**

All new TU students (both first-time freshmen as well as transfer students) will be assigned a Compass advisor (see [Sec. 10.20.](#)) prior to matriculation. The Compass advisor is responsible for both curricular and co-curricular advising. Each Compass advisor will work closely with their students to ensure the transition to Oglethorpe goes smoothly. These Compass advisors will assist students with registering for classes and will monitor students' academic progress, suggest high impact practices, and connect students with the proper support programs and offices to allow for a successful transition to Oglethorpe. The director of academic success and advising can also serve in this role for students at any time. At the end of a student's first year, they will be transitioned to an advisor in their intended field of study. This new, disciplinary advisor will continue the work begun by the Compass advisor, but with the

student now assuming more of the responsibility for their own academic and co-curricular progress. The advisor is still there to assist whenever needed.

Advisor information is listed on a student's record in multiple places in OASIS. Students should always work with their primary advisor first for any academic needs, questions, or concerns.

#### **6.7.1.1. Changing Primary Academic Advisor**

Students may request to change their advisor. This is often expected when a student changes majors. Here are the ways in which a student obtains a new academic advisor:

1. Students submit a completed change of advisor form to enrollment services requesting a change to a specific new academic advisor. That new advisor must agree to serve as the student's new academic advisor. Enrollment services will change the assignment, and the new advisor information will display in OASIS. Change of advisor forms are available at <http://hub.oglethorpe.edu/forms/change-of-advisor/>.
2. Some majors will require a student to have an advisor assigned from within the content area of the major. When a student changes majors into one of these majors, if they have not obtained the signature of a new advisor from within that major as outlined above, they will be assigned a new advisor by the new academic program and sent notification to their OU email account about the new advisor assignment. Enrollment services will change the assignment, and the new advisor information will display in OASIS.

#### **6.7.2. Advising for ADP Students**

All ADP students will be assigned an initial academic advisor from the academic success staff. The staff advisor can later request the student be assigned an academic advisor appropriate to an ADP degree program in which the student has declared a major.

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

This section describes ways a student may receive academic credit without actually taking courses at Oglethorpe. Unless specified otherwise, each of the following applies equally to both TU and ADP students.

Regardless of the total number of credits obtained from outside of Oglethorpe University, all degree-seeking students are required to complete a minimum number of credits at Oglethorpe University (32 for TU students; 30 for ADP students) to be eligible for degree conferral; see [Sec. 8.3](#). In addition, all degree-types (B.A., B.A.L.S., B.B.A. and B.S.) require that at least half the credit hours specifically mandated for the major according to the major requirements must be completed at Oglethorpe; see [Sec. 8.5](#).

The following regulations are extremely important in terms of a student's ability to satisfy graduation requirements; see [Sec. 8](#).

#### **6.8.1. Credit by Examination**

Oglethorpe University awards academic credit for students that achieve certain levels of proficiency in the Advanced Placement (AP) exams, the College Level Examination Program (CLEP), and the

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International Baccalaureate (IB) program. The University also utilizes placement examinations in certain disciplines to ensure that new students register for the appropriate level of courses in foreign language, mathematics, science, business, accounting and economics. Academic credit is not awarded for students based solely on placement examination scores. For placement test details, see [Sec. 6.4.](#) of the *Bulletin*.

The following guidelines apply to all three of the credit by examination programs (AP, CLEP, and IB) for which credit is issued:

- TU students can earn a maximum of 32 semester hours of credit and ADP students can earn a maximum of 30 semester hours of credit from any combination of the different credit by exam programs outlined below.
- Credit earned through any credit by exam program outlined below may apply toward graduation either as general elective credit or by meeting program specific requirements.
- Students do not receive a grade for credit earned through examinations. Only credit is awarded.
- No credit earned through credit-by-examination will satisfy any TU Core requirements, but may satisfy ADP general education requirements for students pursuing a B.A.L.S. or B.B.A. degree.
- Students will work with their individual academic advisors on applicability of any elective credit earned via credit by examination toward satisfying specific program (major or minor) requirements.

If students have further questions regarding AP, IB or CLEP, please contact either the office of admission or enrollment services for more information.

#### **6.8.1.1. College Level Examination Program (CLEP)**

Within the CLEP testing program are two categories. The General Examinations cover the areas of English Composition, Humanities, Mathematics, Natural Science, and Social Science and History. Oglethorpe University does not award credit for the General Examinations in English Composition, Natural Science, Mathematics, or Social Science and History. Minimum acceptable scores are 500 for each general area and 50 in each sub-total category. The Subject Examinations are designed to measure knowledge in a particular course. A minimum acceptable score of 50 on a Subject Examination is required for credit. The Oglethorpe registrar should be contacted concerning which Subject Examinations may lead to credit at Oglethorpe.

CLEP examinations normally are taken before the student matriculates at Oglethorpe. Only under special circumstances will credit be awarded for an examination taken after the student completes his or her first semester at Oglethorpe University. A maximum of four semester hours will be awarded for each examination. A maximum of 32 semester hours may be earned with acceptable CLEP scores.

#### **6.8.1.2. Advanced Placement (AP) Program**

The University encourages students who have completed AP exams to submit their scores for evaluation prior to enrollment. Students are responsible for designating their official AP scores be reported to Oglethorpe University.

The following general guidelines are used when applying credit for AP exams:

- Only test scores of 4 or 5 are recognized for credit; no credit will be given for AP scores of 1, 2, or 3.
- The maximum credit allowed to any student based on AP scores is 32 credit hours.
- Students must get approval from their individual academic advisors to have elective credit earned via AP apply toward meeting any program specific requirements.

This chart is subject to update at any time.

AP Credit Chart

<u>Exam Name</u>	<u>OU Credit Hours</u>	<u>Course Equivalents</u>
<u>Arts</u>		
Art History	4	Elective credit in art (history)
Studio Art (2-D, 3-D, or Drawing)	4	Elective credit in art (studio)
Music Theory	4	Elective credit in music
<u>English</u>		
English Language and Composition	4	Elective credit
English Literature and Composition	4	Elective credit
<u>History and Social Sciences</u>		
Comparative Government and Politics	4	Elective credit in politics
European History	4	Elective credit in history
Human Geography	4	Elective credit
Macroeconomics	4	ECO 122 Principles of Macroeconomics
Microeconomics	4	ECO 120 Principles of Microeconomics
Psychology	4	PSY 101 Introduction to Psychology
United States Government and Politics	4	POL 101 Introduction to American Politics
United States History	4	Elective credit in history
World History	4	Elective credit in history
<u>Math and Computer Science</u>		
Calculus AB	4	MAT 131 Calculus I
Calculus BC	4	MAT 132 Calculus II
Computer Science A	4	CSC 201 Introduction to Programming
Computer Science Principles	4	Elective credit
Statistics	4	MAT 111 Statistics
<u>Sciences</u>		
Biology	5	GEN 102 Natural Science: Biological Science
Chemistry	5	CHM 101 General Chemistry I CHM 101L General Chemistry I Lab
Environmental Science	4	Elective credit
Physics 1	5	PHY 101 General Physics I PHY 101L Intro Physics Lab I
Physics 2	4	GEN 101 Natural Science: Physical Science

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<u>Exam Name</u>	<u>OU Credit Hours</u>	<u>Course Equivalents</u>
Physics B	5	PHY 101 General Physics I PHY 101L Intro Physics Lab I
Physics C: Electricity and Magnetism	6	PHY 202 College Physics II PHY 102L Intro Physics Lab II
Physics C: Mechanics	6	PHY 201 College Physics I PHY 101L Intro Physics Lab I
<u>World Languages and Cultures</u>		
Chinese Language and Culture	4	CHI 101 Elementary Chinese I
French Language and Culture	4	FRE 101 Elementary French I*
German Language and Culture	4	GER 101 Elementary German I*
Italian Language and Culture	4	Elective credit
Japanese Language and Culture	4	JPN 101 Elementary Japanese I*
Latin	4	Elective credit
Spanish Language and Culture	4	SPN 101 Elementary Spanish I*
<p>*While every student will automatically receive 101 credit if they earn a score of 4 or higher on these World Language and Cultures AP Exams, these students will also have the possibility of receiving four additional credits in 102 of the same language if their placement exam score qualifies them to enter 201 or beyond. If a student who receives a score of 4 or higher on one of these exams places into 101 or 102 (or does not take the approved placement exam), they will still receive credit for 101 only. Regardless of placement score, the maximum credit granted based on the AP exam score and placement for a student will be eight (8) credits for 101 and 102 in the appropriate language.</p>		

### 6.8.1.3. International Baccalaureate (IB) Programme

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 (see [Sec. 7.](#)) leads to a seamless integration into academic life at Oglethorpe. Because of this, four-year (meaning eight regular—fall and spring—semesters) renewable IB scholarships ([Sec. 5.6.6.](#)) as well as advanced standing ([Sec. 6.19.1.](#)) are awarded upon enrollment at Oglethorpe for earning an IB Diploma.

Hours will initially be awarded as general elective credits based upon the total IB diploma score (see IB Diploma Credit Chart below), with a score of 30 or higher earning the maximum credits allowable earned via credit-by-exam (32 semester hours). All, or a portion of, general elective credits may also be re-allocated for specific course credit and exemption based upon the IB Course Credit Chart. Should the amount of specific credit hours earned surpass the amount of general elective credits, the student will receive the greater amount, not to exceed 32 credit hours. Individual course credit may be given for a score of 5 or above (Standard Level or Higher Level). The IB Course Credit Chart is subject to update at any time.



### 6.8.1.3.1. IB Diploma Credit Chart

Students who earn the IB Diploma will be awarded a minimum number of credits based on the score received on their IB Diploma as outlined here. The individual application of those credits is determined by the courses/examinations that were used to make-up the diploma. Those guidelines are listed on the IB Course Credit Chart:

IB Diploma Score	OU Credit Hours Awarded
30 or higher	32
29	28
28	24
27	20
26	16
25	12
24	8

### 6.8.1.3.2. IB Course Credit Chart

Students who have completed the following IB courses/examinations (Standard Level or Higher Level) with a score of 5 or higher as either part of their IB Diploma or individually without earning the IB Diploma will have specific course equivalent credit given as follows:

<u>IB Exam</u>	<u>IB Score Requirement</u>	<u>OU Credit Hours</u>	<u>Course Equivalents</u>
<b><u>Studies in Language and Literature</u></b>			
Language A	5+	4	Elective credit
Language B	5+	4	Elementary I (101) credit (French, German, Japanese, Latin, or Spanish*)
*While every student will automatically receive 101 credit if they earn a score of 5 or higher on these Language B IB courses/exams, these students will also have the possibility of receiving four additional credits in 102 of the same language if their placement exam score qualifies them to enter 201 or beyond. If a student who receives a score of 5 or higher on one of these Language B IB courses/exams places into 101 or 102 (or does not take the approved placement exam), they will still receive credit for 101 only. Regardless of placement score, the maximum credit granted based on the IB course/score and placement for a student will be eight (8) credits for 101 and 102 in the appropriate language.			
<b><u>Individuals and Societies</u></b>			
Economics	5+	4	Elective credit in economics
Geography	5+	4	Elective credit
Global Politics	5+	4	Elective credit in politics
History	5+	4	Elective credit in history
Psychology	5+	4	PSY 101 Introduction to Psychology
<b><u>Sciences</u></b>			
Biology	5+	5	GEN 102 Natural Science: Biological Science
Chemistry	5+	5	CHM 101 General Chemistry I CHM 101L General Chemistry I Lab

<u>IB Exam</u>	<u>IB Score Requirement</u>	<u>OU Credit Hours</u>	<u>Course Equivalents</u>
Computer Science	5+	4	CSC 201 Introduction to Programming
Physics	5+	6	PHY 201 College Physics PHY 101L Intro Physics Lab I
Environmental Systems and Societies	5+	4	Elective credit
<b><u>Mathematics</u></b>			
Mathematics	5+	4	Elective credit
<b><u>The Arts</u></b>			
Music	5+	4	Elective credit in music
Visual Arts	5+	4	Elective credit in art

### 6.8.2. Credits from Joint Enrollment and Dual Enrollment

A joint enrolled or dual 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. 6.8.3.](#)

### 6.8.3. Credit by Transfer

Transfer credit is considered to be credit earned at a college or university other than Oglethorpe after a student has completed secondary school or the GED, but prior to the student's first enrollment at Oglethorpe.

The maximum number of credits accepted from a 2-year college is 64 total. There is no theoretical limit on the number of transfer credits from a 4-year college/university. However, students must meet the university's residency requirement (see [Sec. 8.3.](#)) and complete, at Oglethorpe, at least half the semester hours specifically mandated for each major.

Oglethorpe University always accepts transfer credit under the following guidelines:

- Course work must be taken at a regionally-accredited college or university;
- Course work completed at an international university will be reviewed on a case-by-case basis; students must have a recognized evaluation agency (some examples include AACRAO Office of International Education Services, Josef Silny & Associates, World Education Services, Inc. etc.) provide an evaluation of the foreign transcript to Oglethorpe University.
- Course work must be college-level (generally numbered 100 or above) at the institution taken and must not be vocational in nature;
- Grades of C- or higher only will be accepted for transfer credit. Any grades below C- will not be accepted as transfer credit;
- Credits will be brought on to the Oglethorpe University record, but grades will not be used in determining a student's Oglethorpe grade-point average;
- Transfer credits based on a quarter system are converted to semester credit hours using the formula that one quarter-hour equals two-thirds of a semester credit hour. Fractional transfer

credits will be credited. No more semester credit hours can be awarded at Oglethorpe than were given at the original institution.

- No credit(s) will be posted until official transcripts with final grades are received by Oglethorpe University;
- Course equivalencies will be determined by the enrolment services office in consultation with academic program faculty when necessary. If it is determined there is not an equivalent Oglethorpe course, elective credit will be awarded;
- Transfer credits obtained under an existing articulation agreement are subject to separate guidelines; see below.
- Courses recognized by the American Council on Education (ACE) may be accepted for transfer credit. Included among ACE-recognized courses are those appearing on the AARTS (Army/American Council on Education Registry Transcript System). A maximum of 30 semester credit hours of ACE recognized credits can be accepted.

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

Oglethorpe has articulation agreements with regional partners; see [Sec. 4.2.3](#). The amount and type of credit transferred to Oglethorpe based on work completed at one of the articulated partner schools is governed by the formal agreement that exists between Oglethorpe and the partner institution.

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

Oglethorpe is one of more than twenty colleges and universities with membership in ARCHE (see [Sec. 10.8](#)). Through the consortium, full-time, degree-seeking Oglethorpe students may enroll on a space-available basis in courses at any other member institution. The student need be admitted to the other institution and completes procedures, including payment of tuition, at Oglethorpe. ARCHE establishes minimum eligibility requirements for students to participate in the program, and host institutions have complete autonomy to approve registration requests. Deadlines to request ARCHE cross registration are established by ARCHE, and Oglethorpe will request completed forms prior to the ARCHE deadline to ensure all approvals and signatures have been obtained. ARCHE restricts the total number of credits any one student can obtain via cross registration.

Courses taken via ARCHE on a cross registration basis will count as courses taken in-residence for satisfaction of the residency requirement; see [Sec. 8.3](#). The acceptance and application of ARCHE courses are governed by transfer/transient credit guidelines. As a result, only courses with grade of “C-” or higher will be brought back in on a student’s record, and the grades earned in cross-registration courses will not impact a student’s Oglethorpe grade-point average.

Students should consult with enrollment services for questions about ARCHE cross-registration or visit the ARCHE website at <http://www.atlantahighered.org>.

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

A transient student is defined as a degree-seeking Oglethorpe student who requests to take one or more courses at another regionally-accredited college or university after matriculating to Oglethorpe.

Oglethorpe University always accepts transient credit under the following guidelines:

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- A completed transient student application must be submitted to enrollment services. The form requires pre-approval from a student's academic advisor, and if the course is to be used to satisfy a major or minor requirement, the appropriate program coordinator. The form must be submitted prior to registering for the course in order to guarantee transient credit will be applied.
- Course work must be taken at a regionally-accredited college or university; course work completed at an international university will be reviewed on a case-by-case basis;
- Course work must be college-level (generally numbered 100 or above) at the institution taken and must not be vocational in nature;
- Grades of C- or higher only will be accepted for transient credit. Any grades below C- will not be accepted as transient credit;
- Credits will be brought on to the Oglethorpe University record, but grades will not be used in determining a student's Oglethorpe grade-point average;
- Transient credits based on a quarter system are converted to semester credit hours using the formula that one quarter-hour equals two-thirds a semester credit hour. Fractional transfer credits will be credited. No more semester credit hours can be awarded at Oglethorpe than were given at the original institution.
- No credit(s) will be posted until official transcripts with final grades are received by Oglethorpe University. Students who have not submitted final transcripts before the registration period for the semester after the one in which the transient credit was attempted will have holds placed on their accounts to prevent further Oglethorpe registration.

## 6.9. Registration

Registration for all students is managed by the enrollment services. Students with questions about registration procedures should contact enrollment services directly. The staff of enrollment services is located in the lower level of Lupton Hall. E-mail can be sent to [hub@oglethorpe.edu](mailto:hub@oglethorpe.edu) or phone calls may be directed to (404) 504-1500.

A student's initial registration at Oglethorpe University is covered in [Sec. 6.3.](#) and occurs prior to attendance at a MAP Day or in the weeks leading up to matriculation. Continuing students register for classes and make any subsequent schedule changes (i.e. drop and/or add classes) through their OASIS account whenever possible. If manual intervention is required, registration changes can take place in-person at the HUB for enrollment services.

When students register for a semester, they are registering for all sessions within that semester, not just the one(s) that may come first chronologically. From the viewpoint of Oglethorpe University, a student's enrollment status (whether full- or part-time, for example) depends on the totality of hours being attempted in all sessions within a semester. Additionally, there are both financial and financial aid implications associated with making sure a student registers for all sessions within a semester at one time.

### 6.9.1. Dates for Registration

Registration dates for each semester are published by enrollment services each academic year. In general terms, registration will begin in November for the spring semester and in April for the summer

and fall semesters. Access to the registration system is prioritized based on the classification level of students as determined by the total number of credit hours earned. Exact dates on which students are eligible to register will be published by enrollment services and communicated to students and advisors.

### **6.9.2. Student Obligations Prior to Registration**

All students should meet with their advisor prior to registration. The advisor will assist the student with planning appropriate course selections to progress toward degree attainment and post-degree aspirations. Advisor assignments are listed under the “my profile” link in a student’s OASIS account. If no advisor assignment is listed, students should notify enrollment services. Students and advisors should work with a student’s degree audit report (found under the “program evaluation” link in OASIS) to ensure students are completing proper courses to meet published program requirements. Students will not be eligible to register until they have been cleared to register by an academic advisor.

Registration itself is a student-driven activity. Students are responsible for registering for the courses that were agreed upon during the sessions with their academic advisor. If a student decides to alter his/her schedule from that which was agreed upon, the student will bear the 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, procedures, and requirements contained in this *Bulletin*.

If a student is encumbered by the admissions office, office of campus life, campus safety, enrollment services (business, financial aid, or registrar), library, or provost’s office, he/she will be unable to process registration until the hold is cleared by the appropriate office. A student can see active holds on his/her account under the “student restrictions” link in his/her OASIS account. Registration cannot occur until a student resolves any holds on his/her account and is cleared of the advising hold by the advisor.

### **6.9.3. The Registration Process**

Students should register online via their OASIS account. If a student receives error messages while attempting to register online, this would indicate he/she is attempting to register for a course in which he/she has not met the approved prerequisites, co-requisites, or other course and/or section specific restrictions. For a guide to determine the various error messages and proper corrective action, please consult enrollment services. Manual registration via paper forms can also be accomplished in-person at the HUB for enrollment services in registration situations that need instructor approval or other similar approvals that require manual intervention. Registration via OASIS occurs in real-time, so processing a registration request in that manner always provides students with the best opportunity to ensure enrollment in specific course sections based on availability. Students are encouraged to register as soon as they are eligible to register well before the start of the semester.

#### **6.9.3.1. Late Registration**

If a student registers for any course after the beginning of the session for the course, the registration is late. Registration is only allowed if there is space in a course section for a student. Late registration ends at the close of business on the last day of the drop/add period as published

in the academic calendar of the semester in question. After that point, no further registration is possible.

#### **6.9.4. Cross Registering for ARCHE Courses**

Oglethorpe University is a member of the Atlanta Regional Council for Higher Education (ARCHE). Through ARCHE students may request to cross register for courses at any other member institutions; see [Sec. 6.8.5.](#) and [Sec. 10.10.](#) for details. The student does not need to be admitted to the other institution, and the student completes all procedures, including payment of tuition, at Oglethorpe. However, special fees (lab fees, parking fees, security deposits, etc. 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 ARCHE cross registration are not calculated in a student's Oglethorpe grade-point average, courses with grades of "C-" or higher can be applied toward graduation requirements.

Because of institutional deadlines, students should complete forms for cross registration as early as possible after meeting with their academic advisor. The appropriate form is available on the HUB's website at <http://hub.oglethorpe.edu/registration-records/registration/cross-registration-arche/> and also on the ARCHE website at <http://www.atlantahighered.org/wp-content/uploads/2018/11/Cross-Registration-Application2018.07.19.pdf>. Interested students should consult the enrollment services office for program specific questions and details if needed.

#### **6.9.5. The Financial Aid Implications of Summer Semester Registration**

In addition to the fall and spring, students can secure financial aid to help cover educational expenses incurred during the summer semester. However, there are a few factors students should consider as they seek summer aid. All institutional aid is awarded for the fall and spring semesters only. Institutional aid does not apply to expenses incurred during the summer semester. To help with summer expenses, students can seek federal, state, and private forms of financial aid. However, with federal funds, students need to be aware that federal aid eligibility is limited to one academic year. Using federal aid in the summer generally means there is less federal aid available to use in the subsequent fall and spring semesters. Students using federal aid during the summer can see how their disbursements are allocated by viewing their award letters.

### **6.10. Academic Load**

#### **6.10.1. Full-time Academic Load (All Semesters)**

To be certified as full-time students, individuals must have active registration for a minimum of 12 semester hours during a semester (including all sessions within the semester). However, a course load of 32 semester hours per academic year (TU) or 30 semester hours per academic year (ADP) is required in order to complete an undergraduate degree program in four years, assuming one does not take classes during the summer semester.

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;

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- Not being allowed to live in University residence halls;
- 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. All Oglethorpe merit-based financial aid requires the student be full-time (see [Sec. 5.6.](#)).

#### **6.10.2. Half-time Academic Load (All Semesters)**

Half-time enrollment is active registration for at least 6 hours but less than 12 hours during a semester (including all sessions within the semester).

#### **6.10.3. Overload (All Semesters)**

Students are normally permitted to register only for as many as 19 semester hours each semester (including all sessions within the semester). A student whose academic load exceeds 19 attempted semester hours must obtain overload permission. Such overloads may be allowed for students with sophomore standing and a minimum grade-point average of 2.7. A request form may be obtained from the HUB or online at the HUB website, <http://hub.oglethorpe.edu>. The form requires approval by the student's advisor and the associate provost. No overload will be approved if the request would result in more than 23 semester hours attempted. All students will be charged additional amounts for attempting more than 19 semester hours in a given semester (including all sessions within the semester).

#### **6.10.4. "No Show" Grades and Their Impact on Academic Load**

Instructors are required to inform the University whether a student was present in class during certain weeks of class for each session. If a student is reported during this period as having never attended any of his/her courses for a session, the University will administratively withdraw the student. If one or more instructors indicate a student never attended their course, but at least one instructor does indicate attendance, the student will be assigned a grade of "NS" (No Show) in the courses he/she was reported as having never attended. The credit hours for each of those courses will still be billed to the student's account, the credit hours will be considered part of the student's academic load during the semester, and those credits will be counted as attempted hours for financial aid purposes. The "NS" grade is not calculated in a student's grade-point average.

#### **6.10.5. Special Rules for International Students**

International students in the student visa status of F are generally required to carry a full-time course load as defined by the institution in order to remain in proper status with their issued visa (currently 12 hours per semester for undergraduate students, including all sessions within the semester). An international student who is enrolled on an F-1 student visa may be in jeopardy of being out of compliance with the visa if enrolled in less than a full-time course of study. Additionally, F status international students enrolling for the first time in summer school must carry 6 semester hours (including all sessions within the semester) to be considered full-time for immigration purposes. All students studying at Oglethorpe University on an F-1 visa should consult regularly with the Designated Student Official (DSO), housed in the A\_LAB, to ensure compliance with the regulations of the issued visa. Changes in course schedules should not be made without prior consultation with the DSO. Failure

to remain in compliance with the student visa could result in being required to leave the country immediately.

### **6.11. Prerequisites, Co-Requisites and Program Requirements**

The terms “prerequisite” and “co-requisite” are defined in [Sec. 1.4](#). Prior to registering for any course, a student should read the description of the course in [Sec. 13](#) of this *Bulletin*. If the course has any prerequisites and/or co-requisites, these will be listed in the course description. They will also be listed on the course description that is found in the class schedule that can be viewed in OASIS. 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. 9](#) 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 session 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 the student 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. 6.10.1](#)).

Please consult [Sec. 6.4](#) for information on placement testing in certain disciplines as an important means for addressing prerequisite, co-requisite and related program requirements.

### **6.12. 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 HUB 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 HUB. 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. Following the drop/add period of the relevant semester the status of a course being graded or audit cannot be changed; this provision is not appealable under the provisions of [Sec. 3.9](#). Fees for auditing classes are available at <http://hub.oglethorpe.edu/tuition-fees/>. Audited courses cannot be used to satisfy any program, degree or graduation requirements.

### **6.13. Satisfactory/Unsatisfactory Option**

After a TU student earns 32 semester hours at Oglethorpe, or after an ADP student earns 30 semester hours at Oglethorpe, the student may register to take a lifetime maximum of two courses 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. 7](#)) or requirements for the student’s major or minor. The

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student must be in academic good standing (see [Sec. 6.22.1.](#)) 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. This policy does not limit the number of courses which may be taken on a satisfactory/unsatisfactory basis if such courses must be graded in that fashion.

#### **6.14. Course Repetition Policy**

Students may retake any course for potential grade improvement subject to the following conditions:

- Students will receive academic credit for the course only once.
- Grades for each enrollment in the course will be recorded on the student’s permanent record.
- Only the repeated (most recent) course grade will be counted toward the cumulative and major grade-point averages for purposes of meeting graduation requirements.
- Courses that can be repeated for credit (*i.e.* Special Topics courses with the same course number but different course titles) are not included in the policy.

Students should know that, when repeating a class, the honor code prohibits students from handing in the same assignment again that they submitted when they took the course previously.

This policy pertains only to courses taken at Oglethorpe University.

#### **6.15. 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, and a specification of the means by which the student’s performance will be assessed. An application form may be obtained from the HUB, and is also available online at the HUB website, <http://hub.oglethorpe.edu/>. 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 associate provost. The completed and approved application must be submitted to the enrollment services office no later than the close of business on the final day of the drop/add period of the session 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.

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 ADP 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.

## 6.16. Modification of Schedules Subsequent to Registration

Modification of a student's course schedule for a particular session 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. 1.1.](#)).

When students register for a semester, they are registering for all sessions within that semester, not just the one(s) that may come first chronologically. From the viewpoint of Oglethorpe University, a student's enrollment status (whether full- or part-time, for example) depends on the totality of hours being attempted in all sessions within a semester. Additionally, there are both financial and financial aid implications associated with making sure one registers for all sessions within a semester at one time.

### 6.16.1. Dropping and Adding Courses

Once a student registers for courses for a given session, he/she can modify his/her class schedule through the end of the drop/add period for that session. The final day of the drop/add period is clearly marked on the academic calendar for the session available at <http://hub.oglethorpe.edu/registration-records/academic-calendars/>.

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. 6.10.3.](#)), 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 HUB. The completed form must be submitted to the HUB by the close of business on the last day of the drop/add period of that session.

### **6.16.2. Cancelled Courses**

Occasionally courses may have to be canceled. While every effort is made to do this prior to the start of the session, it sometimes happens that courses are cancelled after classes have begun. Any class cancellations are guaranteed to occur near the outset of the session, so that there is an opportunity for a student (in consultation with his/her primary advisor of record) to use the remainder of the drop/add period of that session to make appropriate adjustments to the student's schedule for the given session.

### **6.16.3. Withdrawal Period**

For purposes of this policy, the duration of any session is defined to be the number of days between the first day of classes and the last day of classes for that session, excluding any reading (or "dead") day and dedicated final examination days. The "withdrawal period" of the session in question is defined as the first 60 percent of the duration of that session. For courses scheduled to be completed in less time than is allotted in the full session in which such courses reside, the withdrawal period is the first 60 percent of the timeframe in which the course is actually scheduled.

### **6.16.4. Withdrawal from a Single Course**

Once the drop/add period for a session concludes, no additional courses can be added to a student's schedule for that session. The only way to eliminate a single course from that session 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 semester necessarily means the student:

- Shows active registration in one or more courses for an ongoing and/or future session within the same semester), or
- Remained registered for one or more courses in a chronologically earlier session within the same semester through the last day of that session.
- Has taken appropriate action (see below) by the close of business on the last day of the withdrawal period for the session 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 session (see [Sec. 6.16.3.](#)), students wishing to withdraw from a course must obtain a course withdrawal form from the office of enrollment services. Copies are also available online at the HUB website, <http://hub.oglethorpe.edu/>. The student must fill out and sign the form. The completed and signed form must be returned to the office of enrollment services by close of business on the final day of the withdrawal period of the session. 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.”

Withdrawing from courses may have significant implications on a student’s bill and on the student’s financial aid. Students are cautioned to consult with personnel in the business office and the office of financial aid before withdrawing from one or more courses.

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 of a particular session.

## **6.17. 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. In addition, the official academic calendar maintained and published by the registrar may require attendance at events (including mandatory Saturday mid-term examinations for students registered in an 8-week session) held at times other than regularly scheduled class meetings. All instructors will make a clear statement in each course syllabus describing their policies for handling absences from regularly scheduled class sessions and (if warranted) from any required outside-of-class meetings mandated by the official academic calendar. Students are obligated to adhere to the requirements of each course and of each instructor. Students are also cautioned to understand that how an absence affects the student’s grade in a course is at the discretion of the individual faculty member; there are no automatic excused absences for varsity athletic trips, student presentations at conferences, illness, or any other reason. Students should consult with faculty in advance concerning real or potential conflicts in their academic schedules.

### **6.17.1. 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 enrollment services 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.

## **6.18. Ends of Sessions and Final Examinations**

### **6.18.1. For Courses Offered in 16-Week Sessions**

No examination of any type may be given on the final day a class is scheduled to meet.

There is a reading day (also called the “dead day”) between the last scheduled day of classes and the first day of final exams. The reading 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,

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such students recently missed an examination because of an excused absence. Instructors cannot require work be submitted on the reading day. Instructors may not hold an “extra” class on the reading 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 the reading day.

For all students (TU and ADP), final examinations, up to a maximum of three hours in length, are given in courses at the end of each semester. The final examination schedule is compiled in the office of enrollment services and is printed in each semester’s course schedule and is also available online at <http://hub.oglethorpe.edu/registration-records/academic-calendars/>.

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.

#### **6.18.2. For Courses Offered in All Sessions Other than a 16-Week Format**

The final exam (if there is to be one) is administered on the last day of class. There is no reading day. Most other procedures and regulations delineated in [Sec. 6.18.1](#) continue to apply to courses offered in sessions other than the 16-week format.

### **6.19. Student Classifications and Options for Majors, Minors, Concentrations and Degrees**

#### **6.19.1. Class Standing**

Undergraduate students have a class standing that is based on the program (TU or ADP) 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 ADP Students)
Freshman	0-32	0-30
Sophomore	33-64	31-60
Junior	65-96	61-90
Senior	97 or more	91 or more

### **6.19.2. Declaring and Changing a Major Program**

Every undergraduate student (TU and ADP) must earn a major in order to graduate. Majors (and the nature of the corresponding degree) are listed in [Sec. 8.](#); major requirements are explored in detail in [Sec. 9.](#) 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. A student can declare a major (or change a previously declared major) by filing with the registrar a change of major form, which is available at the HUB or online at the HUB website, <http://hub.oglethorpe.edu/>. If a student changes his/her major, the student typically also should change his/her advisor; see [Sec. 6.7.1.1.](#) A student can verify his/her current declared major in OASIS.

### **6.19.3. Declaring and Changing a Minor Program or a Concentration**

Undergraduate students (TU and ADP) are not usually required to earn a minor or a concentration 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 or concentration is not required, students may decide that earning such credentials increases the student's prospects for employment or graduate studies. The procedure for declaring or changing a minor or concentration is the same as for declaring or changing a major; see above. A student can verify his/her current declared minor and/or concentration in OASIS.

It is not possible to earn a minor in a program for which a major has been earned.

### **6.19.4. Policy on Counting Common Courses Between Major and Minor Programs**

In the case where major and minor programs have some common courses that could be used to meet the requirements of multiple such 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).

### **6.19.5. Earning Two Majors at Oglethorpe**

Every student who earns a baccalaureate degree must earn a major. At Oglethorpe, a student may earn a second major, although the maximum number of majors allowed is two; see [Sec. 1.4.10.](#) A vital consideration in the following policies, both of which describe earning a second major, is that both majors must be earned at Oglethorpe. Students who have earned a baccalaureate degree (and therefore a first major) at another regionally accredited post-secondary institution and who are interested in

earning a second major at Oglethorpe must follow the policy in [Sec. 6.29](#). A second key consideration in the following two policies is that the two majors must both be affiliated with the same student admit status. That is, every student is either in the TU program or the ADP program at the time the first major is earned. Which program the student is in at this time defines the degrees (and therefore the majors) available to that student. See [Sec. 8](#). and [Sec. 9](#). for further details. In all cases the second major must be one which is available for the same admit status. Students cannot earn one major affiliated with the TU program and a second affiliated with the ADP program.

#### **6.19.5.1. Simultaneously Earning Two Majors at Oglethorpe**

This policy pertains only to Oglethorpe students who, at time of degree conferral, have simultaneously satisfied the requirements for two majors. As noted above, both majors must be affiliated with the same admit status, either TU or ADP. Such students may earn a double major at time of degree conferral subject to the following conditions:

1. The student must complete all degree and graduation requirements of both majors.
2. No more than three courses can be counted in common between the two majors. Individual programs may establish different standards, and these requirements automatically supersede this more generic regulation.
3. If the majors both fall within the same degree type, then that degree will be awarded and the transcript will reflect attainment of both majors. If the two majors fall within different degree types (for example, for a TU student one major is affiliated with the B.A. degree and the other with the B.S. degree, or for an ADP student one major is associated with the B.B.A. degree and the other with the B.A.L.S. degree) then the student can choose (at the time he/she applies for graduation) which degree he/she wishes to have. The transcript will show attainment of that degree with both majors listed. Note, particularly, that only one degree (albeit with two different majors) will be awarded in any of the above instances.

#### **6.19.5.2. Oglethorpe Alumni Who Wish to Earn a Second Major Post-Baccalaureate**

Students who have been awarded an Oglethorpe baccalaureate degree may return to earn a second major. As noted previously, both majors must be affiliated with the same admit status, either TU or ADP. Candidates must first apply for readmission (see [Sec. 6.24.5.](#)) under the same admit status (TU versus ADP) that is associated with the degree already earned. If the student's first degree was a B.A. or B.S. then the student must apply for readmission into the TU program and must remain in that program throughout the process of earning a second major. Likewise, if the student's first degree was a B.A.L.S. or B.B.A., then the student must apply for readmission into the ADP program and must remain in that program throughout the process of earning a second major.

The requirements for successful attainment of the second major are:

1. Except as noted below, the student must complete all degree and graduation requirements of the new major.

2. No more than three courses from the student's previous work at Oglethorpe can be counted in common between the two majors. Individual programs may establish different standards, and these requirements automatically supersede this more generic regulation.
3. Other than the three potentially in-common courses described in item 2. above, previous disciplinary course work may or may not count toward the new major, at the discretion of the student's advisor and the registrar. For example, if the student has been gone more than five years, the advisor and registrar may decide that the best interests of the student would be served by starting the new major partly or wholly afresh. If the student has been gone fewer than five years, the advisor and registrar may decide that some or all previous course work could be applied to satisfy requirements of the new major. The same decision-making process will be used to decide whether or not previous course work can be used to satisfy course prerequisites relative to the new major.
4. Certain specific academic and co-curricular degree and graduation requirements for the new major are waived if those same components were satisfied at the time of the student's first degree conferral, including:
  - a. Any candidate for a second major under this policy has already satisfied the University's general education requirement (the Core program for TU students and the relevant distribution requirement for ADP students) and no additional general education courses are required.
  - b. The student is not required to earn additional Petrel Points (if relevant).
  - c. If the student's first degree was a B.A. then the student has already satisfied the foreign language requirement for that degree (see [Sec. 8.4.](#)) and no further foreign language courses need be attempted. However, if the student's first degree was a B.S. and the new major is affiliated with the B.A. degree, then the foreign language requirement for the B.A. degree must be satisfied for the second major. If relevant, previous disciplinary course work will be accepted in satisfaction of this requirement. But if the student's previous academic work at Oglethorpe did not satisfy the foreign language requirement for the B.A. degree, then satisfaction of that requirement must be accomplished after readmission.
5. The student must complete a minimum of 24 new semester hours of course work in residence at Oglethorpe to earn the second major. Once the student is readmitted to Oglethorpe to pursue the second major, no new transfer work will be accepted.
6. Maintenance of a 2.0 or higher cumulative grade-point average on all course work contributing to the Oglethorpe cumulative grade-point average. Maintenance of a 2.0 or higher grade-point average on all course work contributing to the new, second major.
7. No more than 8 semester hours of independent studies; and no more than 12 semester hours of internship are permitted.
8. Submission of a new, completed application for degree to the enrollment services office by the stated deadline. If a student does not complete the second major as anticipated, an updated application for degree must be submitted.
9. If the new major and the original major fall under the same degree type, then upon successful completion of the new major and all other related requirements enumerated in this section, the student's permanent record will be modified to show degree attainment with both majors. If the new major falls under a different degree type than the first major

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then, at time of application for degree with the registrar, the student will indicate which degree he/she would prefer. Upon successful completion of the new major and all other related requirements enumerated in this section, the student's permanent record will be modified to show degree attainment of this preferred degree with both majors. If the student would like to have an updated diploma reflecting the new degree type then he/she will pay all associated costs. Consult the registrar for details.

10. Satisfaction of all financial and other obligations to the University. However, no new degree completion fee will be assessed as long as such fee was paid at time of first degree conferral.
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.
13. Students who earn a second major post-baccalaureate will not be permitted to walk a second time at commencement.

## 6.20. Grades, Grading and Grade Changes

### 6.20.1. The Grading System

For each session, 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 session. These grades become part of the student's official record once the semester in which the session is housed is complete. 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

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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.

### 6.20.2. Incomplete Policy

The grade of “I” (Incomplete) may be assigned at the end of a semester when conditions beyond the control of the student preclude completing course work on time. In such cases the student must have demonstrated passing efforts on completed course work and must be able to complete the unfinished work without further class attendance.

The grade of “I” can only be assigned if the instructor of record and/or the student file a contract with the registrar prior to the due date for grades in a given session. Students generally initiate the process by asking the faculty member to agree to the terms of the Incomplete. The faculty member will then need to fill out a contract form (provided by the registrar) indicating the reasons for the Incomplete. The contract must certify that the work the student has completed averages out to a passing grade and must also certify that the student can complete the missing work without further class attendance. The contract must also specify the nature of all work which is currently missing and must also indicate what grade the student has earned in the class if no further work is ever submitted. Finally, the contract may indicate a due date for all remaining missing work; that date cannot exceed the midpoint of the next regular (meaning fall or spring, but not summer) semester. If no date is specified in the contract, the due date for all missing work will automatically be the midpoint of the next regular semester. The enrollment services office will notify the student when the contract is completed.

Students must complete all required work by the due date; otherwise, the current grade indicated on the contract will be recorded. The grade “I” has no effect on the GPA, and no credit is awarded. Degrees cannot be conferred if there are outstanding Incomplete grades on a student’s record.

The grade “I” may not be assigned in any course for a student who is currently on academic probation (see [Sec. 6.22.2.2.](#)). The registrar should not accept Incomplete contracts for students currently on academic probation. Instead, the instructor should be advised to simply assign whatever grade is appropriate in light of the missing course work. If a student on academic probation is inadvertently

assigned the grade of “I,” the registrar will automatically convert that grade to an “F” for purposes of being able to evaluate the academic standing of the student.

### **6.20.3. The Grade-Point Average**

The grades that can be assigned at Oglethorpe are given in the table in [Sec. 6.20.1](#). 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.

#### **6.20.3.1. Computing the Term (or Semester) Grade-Point Average**

- The term (semester) grade-points is the sum of all the grade-points earned in courses taken during all sessions within the term (semester) in question.
- The term (semester) hours attempted is the total semester hours for courses taken during the semester 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 (semester) grade-point average (term (semester) GPA) is the term (semester) grade-points divided by the corresponding term (semester) hours attempted; if the quotient is undefined it is taken to be zero.

#### **6.20.3.2. 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.

### **6.20.4. Grade Changes**

Grade changes may be required in a variety of instances, including (but not limited to):

- Changing an “I” 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. 6.20.6](#)).

To change a grade, the instructor of record must submit a change of grade form to the office of enrollment services. The form is available online at <http://hub.oglethorpe.edu/forms/>.

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.

### 6.20.5. 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.

### 6.20.6. 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 no later than the last day of classes of the semester immediately following the one where the grade was issued. 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’s office within five business days of the form having been given or sent to the student.

Step 2: The associate 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 associate 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 associate provost of this fact within the next five business days following the announcement of the instructor's decision. In this case, the process moves to Step 3.

Step 3: The associate 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. In the case of a Core course, the Core director will serve as the relevant division chair. If the instructor is the chair, the associate provost will select the chair of a different division to serve in his/her stead. If the course is not housed within the Core or one of the regular divisions, a chair of one of the divisions will be selected to serve in this role by the associate provost. 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 delivers a written judgment to the associate provost, who will inform the other parties of the chair's decision. The chair's decision is conditionally binding (see Step 4) on both parties. If the chair decides that the grade should be changed, the chair will have sole authority on determining what the new grade should be.

Step 4: If either party can compellingly argue that the result of Step 3 is unjust, he/she has five business days from the date of notification of the chair's decision to make such arguments in writing and to request the provost render a final decision in the matter. The provost will review all reports and documentation affiliated with the appeal, and may opt to interview the student, the instructor or any witnesses. The provost will render a binding, final and non-appealable decision in the matter. If the provost decides that the grade should be changed, the provost will have sole authority on determining what the new grade should be.

## **6.21. Dean's Academic Honors List**

Students who earn a term (semester) 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.

## **6.22. 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. 5.15](#), whereas conduct good standing is defined in [Sec. 12.5](#). The remainder of this section examines academic good standing for all undergraduate students (TU and ADP) and the consequences of such students not being in academic good standing.

### **6.22.1. Academic Good Standing (TU and ADP)**

To be in academic good standing a student (TU or ADP) must achieve the cumulative grade-point average specified below in relation to the number of semester hours he/she has completed:

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Cumulative GPA Required	Semester Hours Completed (TU and ADP)
1.50	0 – 35
1.75	36 – 64
2.00	65 and above

The academic standing of each student will be displayed on the official transcript in each term in which the student received traditional letter grades.

### **6.22.2. Policies and Procedures for Undergraduate Students Who are not in Academic Good Standing**

When a student (TU or ADP) first fails to satisfy the requirements of [Sec. 6.22.1.](#), and therefore becomes not in academic good standing, the following sequence of events will occur.

#### **6.22.2.1. 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 (semester) 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 required to participate in the EXCEL@OU program (see [Sec. 10.2.4.](#)).

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 (semester) 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 (semester) 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 (semester) GPA of 2.2 and also does not attain academic good standing. The student is placed on academic probation.

#### **6.22.2.2. Academic Probation**

A student on academic probation has already been on warning and has failed to satisfy the term (semester) 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. 10.2.4.](#)). The student is required to achieve either academic good standing or a term (semester) 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.

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- The student achieves the required term (semester) 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 (semester) GPA of 2.2 or higher and also does not achieve academic good standing. The provost, in consultation with the associate provost and the director of academic success and advising, 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 associate provost and the director of academic success and advising. 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 (semester) GPA is 2.2 or higher) or be dismissed.

### **6.22.2.3. 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 (semester) 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. 6.22.2.2.](#), 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 sessions 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. 6.24.5.](#) for additional information. As a part of the readmission 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 (semester) 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.

### **6.22.3. Academic Requirements for Student Athletes**

Oglethorpe is a member of Division III of the NCAA (see [Sec. 12.1.1.1](#) 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 <http://gopetrels.com/information/Compliance>. The following summarizes the academic requirements to both practice and compete, as taken from the aforementioned abridged NCAA document.

#### **6.22.3.1. 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]

#### **6.22.3.2. 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 semester 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 semesters, provided:
  - a. The student has been registered for the required minimum full-time load at the conclusion of the semester 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 semester 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.

## **6.23. Hardship Withdrawal**

In rare circumstances the provost, in consultation with the dean of students, can grant a hardship withdrawal to a student. If granted, the student will receive the grade of "W" (Withdrawn) in all courses in which the student was enrolled during the semester in which the hardship occurred.

## **6.24. 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. 6.22.2.3.](#)) is one of several mechanisms whereby a student may leave the University. Several other possibilities are discussed in [Sec. 6.24.1.](#) through [Sec. 6.24.4.](#) Finally, students who leave the University may sometimes wish to return at a later time. This requires readmission, as discussed in [Sec. 6.24.5.](#)

### **6.24.1. Withdrawal from the University**

Withdrawal from the University is defined as removal of a student's active status in all courses (meaning a course for which the final grade has not yet been assigned) comprising the student's academic schedule during the semester 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 should complete an official withdrawal form. Residential students are expected to

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move out of housing within 48 hours of withdrawing from the University. Students should be mindful of the financial and financial aid implications of withdrawing from the University that are detailed in [Sec. 5.16.](#)

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 withdrawal (see [Sec. 6.23.](#)).

The transcript of students who complete the process of withdrawing from the University will show the following:

- Considering all sessions within the semester in which the withdrawal occurs, if the date of withdrawal from the University is prior to the close of business on the drop/add deadline for one or more courses in which the student is enrolled, then no such course will be listed on the student's transcript.
- Considering all sessions within the semester in which the withdrawal occurs, if the date of withdrawal from the University is during the withdrawal period (see [Sec. 6.16.3.](#)) for one or more courses in which the student is enrolled, then the student will received the grade of "W" (withdrew) in all such courses.
- For all courses not covered by the above rules, 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 (when considering all courses scheduled into all sessions within a given semester).

Students may not withdraw from the University if there is a pending conduct hearing or investigation.

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. 6.24.5.](#)

#### **6.24.2. 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. 3.9.2](#), 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 is subject to non-academic withdrawal from the University will show the following:

- Considering all sessions within the semester in which the non-academic withdrawal occurs, if the date of withdrawal from the University is prior to the close of business on the drop/add deadline for one or more courses in which the student is enrolled, then no such course will be listed on the student's transcript.
- Considering all sessions within the semester in which the non-academic withdrawal occurs, if the date of withdrawal from the University is during the withdrawal period (see [Sec. 6.16.3](#).) for one or more courses in which the student is enrolled, then the student will received the grade of "W" (withdrew) in all such courses.
- For all courses not covered by the above rules, 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 non-academic 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. 6.24.5](#).

Some of the financial and financial aid implications of being subjected to a non-academic withdrawal from the University are detailed in [Sec. 5.17](#).

### **6.24.3. 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. 6.24.1](#), except that when the death occurs the only grade which can be assigned is "W" (withdrew), never "WF" (withdrew failing).

Some of the financial and financial aid implications associated with the death of a student are explored in [Sec. 5.18](#).

#### 6.24.4. Expulsion

Students can be expelled for particularly egregious violations of the honor code (see [Sec. 11.18.4.](#) and [Sec. 11.18.6.](#)) or the code of student conduct (see [Sec. H](#) of the code of student conduct, which can be found in [Sec. 12.4.](#) 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 semester, 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. 5.19.](#)

#### 6.24.5. Readmission

A student leaves the University when the student:

- Is dismissed for academic reasons (see [Sec. 6.22.2.3.](#)); 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 semester is permitted to finish the semester, 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
- Withdraws from the University (see [Sec. 6.24.1.](#)); or
- Is subjected to a non-academic withdrawal (see [Sec. 6.24.2.](#)); or
- Is expelled, either for a period of one year (with the ability to reapply) or permanently (see [Sec. 6.24.4.](#)); or
- graduates; or
- Fails to register for a regular (fall or spring) semester any time between initial enrollment and graduation (TU students only); or fails to register for three consecutive regular (fall or spring) semesters (ADP students only).

A student who has left the University and who wishes to return to Oglethorpe (and who is eligible to do so) should complete the application for readmission online and submit the completed application and official transcripts from all colleges and universities attended to the office of admission 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.

### **6.25. 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, available online at <http://hub.oglethorpe.edu/registration-records/transcripts/>. The transcript request can be submitted in person at the HUB, via U.S. mail, facsimile transmission or online. 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.

### **6.26. Degree Application**

By the half-way point of the semester prior to anticipated degree completion, students should submit to the HUB a degree application, available in person at the HUB or online at the HUB website, <http://hub.oglethorpe.edu/>. A degree completion fee will be assessed at the time the degree application is submitted. Students who have unpaid obligations to the University will not be provided with final transcripts or diplomas in any circumstances.

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.

### **6.27. 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 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 Latin honors, a special recognition discussed in the section below.

### 6.27.1. 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.

Latin honors are not awarded to those who return to Oglethorpe for either a second major or a second degree after having already graduated.

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."

### 6.28. 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. 3.9.](#)). 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 and exceptions, 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.

### 6.29. Earning a Second Baccalaureate Degree

Students who earn a first baccalaureate degree at Oglethorpe cannot earn a second degree at Oglethorpe. Instead, they may earn a second major, either simultaneously with a first major (see [Sec. 6.19.5.1.](#)) or post-baccalaureate (see [Sec. 6.19.5.2.](#)). Earning a second baccalaureate degree is an option available only for students who hold a baccalaureate degree from another regionally-accredited U.S. post-secondary institution and for select students holding certain credentials from non-U.S. post-secondary institutions.

For students who hold a first baccalaureate degree from another regionally-accredited U.S. post-secondary institution, the process is as follows:

1. The student must apply for admission as a transfer student under the admit status which is affiliated with the degree of interest. Those interested in obtaining a B.A. or B.S. degree must be admitted to the TU program (see [Sec. 4.1.1.](#)). Those interested in obtaining a B.A.L.S. or B.B.A. degree must be admitted to the ADP program (see [Sec. 4.1.2.](#)).
2. The student's first degree is treated as transfer credit. All the usual policies and procedures relevant to incoming transfer credits apply, except that the student can receive up to 92 semester hours of credits (for students admitted to the TU program) or up to 84 semester hours of credits (for students admitted to the ADP program).

3. If the student is transferring in any work which might be relevant to the new major/degree, then he/she should be aware that previous disciplinary course work may or may not count toward the new major. For example, if more than five years have elapsed since the student received his/her first degree, the advisor and registrar may decide that the best interests of the student would be served by starting the new major afresh. If fewer than five years have elapsed since the first degree was completed, the advisor and registrar may decide that some previous course work could be applied to satisfy requirements of the new major/degree. The same decision-making process will be used to decide whether or not previous course work can be used to satisfy course prerequisites relative to the new major/degree. In any case, the student may not transfer in credits sufficient to satisfy more than 50% of the semester hours required for the new major.
4. Once the student first enters Oglethorpe, no new transfer work will be counted toward the second baccalaureate degree. That is, from this point forward, all new credits counting toward graduation must be earned in residence at Oglethorpe (see [Sec. 8.3.](#)).
5. The student must earn a minimum of 36 semester hours in residence at Oglethorpe and must end up satisfying all requirements of the new major/degree, including the requirement that at least 50% of the new major's required semester hours must be taken in residence at Oglethorpe.
6. Oglethorpe will accept the existence of a previous baccalaureate degree from a regionally accredited post-secondary U.S. institution as proof of satisfactory completion of a suitable general education program, so no further general education courses are required.
7. Oglethorpe will waive graduation requirements for a second degree which are significant only for one's first degree. This includes waiving any Petrel Points requirement and similar such items (as determined by the provost and the registrar).
8. All other graduation requirements for the degree/major in question must be satisfied (see [Sec. 8.](#) and [Sec. 9.](#)).
9. Upon successful completion of all requirements, the student must submit an application for degree to the enrollment services office and pay the degree completion fee. The student will be awarded a new diploma and will be allowed to walk at commencement.

Use of the above policy is not permitted if a student's first baccalaureate degree came from a U.S. post-secondary institution which was not regionally accredited at the time of degree conferral.

Students who have a post-secondary degree or similar credential from a non-U.S. college or university are considered on a case-by-case basis following completion (at the student's expense) of a foreign credential evaluation and translation of the student's post-secondary record by Josef Silny and Associates, Inc. (<http://www.jsilny.com/>). All inquiries should be addressed to the Office of the Provost, Oglethorpe University, 4484 Peachtree Rd. NE, Atlanta, GA 30319 U.S.A.

## 7. General Education

Undergraduate programs provide for degrees in certain fields of specialization. At Oglethorpe, the degrees offered are outlined in [Sec. 8.](#), with academic programs explored in much greater detail in [Sec. 9.](#) In addition to credentialing specialized learning and achievement in a major, for example, every undergraduate degree program also must possess a significant general education component. According to Oglethorpe’s regional accreditor, SACSCOC (see [Sec. 2.5.](#)), the general education component of a collegiate education must:<sup>8</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>9</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>10</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.”

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<sup>8</sup> Principles of Accreditation: Foundations of Quality Enhancement ( <http://www.sacscoc.org/principles.asp> )

<sup>9</sup> “What is a 21<sup>st</sup> Century Liberal Education?” ( [http://www.aacu.org/leap/what\\_is\\_liberal\\_education.cfm](http://www.aacu.org/leap/what_is_liberal_education.cfm) )

<sup>10</sup> *ibid*



## 7.1. TU General Education

For TU students, general education consists of satisfactory completion of the TU Core curriculum (see detailed exposition below).

### 7.1.1. 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 spread over four years, the Core provides for students a model for integrating information and gaining knowledge throughout their academic careers. These courses feature the reading of a number of primary texts common to all sections of the courses and intensive discussion and frequent writing assignments. The program is a true curriculum in which each course in the sequence builds upon the body of themes and skills studied and cultivated in the previous courses. The arts (fine arts, music and theatre) and mathematics complement the course of study. 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 themes both inside and outside the classroom. In this way, the Core aims to create a community of learners at Oglethorpe. The program explicitly invites students to integrate the knowledge gained from their Core studies with their chosen major.

The Core curriculum provides a model for integrative learning and a forum for the investigation of significant and enduring questions.

Staffed by faculty from a wide variety of disciplines, this interdisciplinary program promotes the development of the following aptitudes and skills:<sup>11</sup>

1. Knowledge of human cultures, intellectual history, the arts, mathematics, and the natural world, including
  - Study in the sciences and mathematics, social sciences, humanities, histories, 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 in the humanities and sciences: COR 101, COR 102, COR 201, COR 202, COR 301, COR 302, and COR 400. In addition, students take two

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<sup>11</sup> Modeled, in part, on the LEAP Essential Learning Outcomes (<http://www.aacu.org/leap/vision.cfm>)

courses (COR 314 and one course from among the following: COR 103, COR 104 or COR 105) that have been designed to help them develop an appreciation and understanding of mathematics and the arts.

Core requirements are as follows:

Completion of all of the following courses:

- COR 101 Narratives of the Self I
- 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 301 Historical Perspectives on the Social Order I
- COR 302 Historical Perspectives on the Social Order II
- COR 314 Mathematics and Human Nature<sup>12</sup>
- COR 400 Science and Human Nature

Completion of one of the following courses:

- COR 103 Music and Culture
- COR 104 Art and Culture
- COR 105 Theatre and Culture

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, COR 105 Theatre and Culture, and COR 314 Mathematics and Human Nature at any time during their tenure at Oglethorpe.
- A minimum of sophomore standing is required for enrollment in COR 201, COR 202 Human Nature and the Social Order I, II.
- A minimum of junior standing is required for enrollment in COR 301, COR 302 Historical Perspectives on the Social Order I, II.
- Junior or senior standing, along with completion of the Core curriculum at least through COR 202, is required for enrollment in COR 400 Science and Human Nature.
- Core classes are numbered in a way that typically indicates what year in a student's Oglethorpe career he/she ought to take the class. This is consistent with the cohort model we adopt for students working their way through the program. The reader should consult [Sec. 1.4.3.4.](#) for further details.

### **7.1.2. 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,

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<sup>12</sup> Note: Effective in the fall of 2017, COR 314 is the only course which necessarily satisfies the TU Core mathematics requirement. TU students who enter Oglethorpe during the fall 2017 semester or thereafter must take COR 314. In particular, they cannot take the previous Core mathematics course, COR 203 Great Ideas of Modern Mathematics. However, students who attended Oglethorpe in a degree program prior to the fall of 2017 may satisfy their Core mathematics requirement by taking either COR 203 or COR 314, although there are consequences of each choice. Students are strongly advised to consult an academic advisor or personnel in the HUB or A\_LAB in order to make informed choices in this matter.

however, the requirements for a subset of as few as one and as many as five of these nine courses may be satisfied through approved equivalencies. However, there are no equivalencies for, or exemptions from, any 300- or 400-level Core course.<sup>13</sup> These courses must all be taken at Oglethorpe by every TU student.

### 7.1.2.1. Core Equivalencies for Transfer Students

Core credits and transfer equivalencies for transfer students are determined by two criteria: a student's prior specific course work taken elsewhere before to the time the student first matriculates to Oglethorpe and the total semester hours transferred in by the student at the time the student first matriculates to Oglethorpe. The awarding of specific Core credit based on total semester hours transferred is designed to ensure 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 are used by the registrar to evaluate and award equivalency credit 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 <u>Previous</u> Colleges	Core Equivalents
1-14	Music Appreciation or Music History -OR- Art Appreciation or Art History -OR- Introduction to Theatre	COR 103 -OR- COR 104 -OR- COR 105
Over 14	Writing Course Literature or Philosophy* course	COR 101 and/or 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/or 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 (AP), College Level Examination Program (CLEP) or International Baccalaureate (IB) 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 [Sec. 6.8.2.](#) through [Sec. 6.8.4.](#)).
- The following courses cannot be fulfilled by transfer credit in any circumstance:
  - COR 301      Historical Perspectives on the Social Order I
  - COR 302      Historical Perspectives on the Social Order II

<sup>13</sup> For students who entered a degree program at Oglethorpe prior to the fall 2017 semester and who are using COR 203 to satisfy their Core mathematics requirement, there is also no equivalency, or exemption from, COR 203.

COR 314	Mathematics and Human Nature
COR 400	Science and Human Nature

#### **7.1.2.2. Core Equivalency for Study Abroad**

Every student attending an Oglethorpe-approved semester or year abroad during their junior year (August through May) at Oglethorpe may petition the Core director to have their course work 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. In order to receive the exemption the student must petition the Core Director upon successful completion of the study abroad experience.

#### **7.1.2.3. 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. 13.](#)). 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. Each such section is equivalent to, and satisfies the Core requirement for, the original Core course it explores. 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).

#### **7.1.2.4. Policy on Core Work as a Transient Student**

Once a student first matriculates to Oglethorpe, neither Core credit nor any equivalency may be earned through study as a transient student at any other institution.

### **7.2. ADP General Education**

General education in the ADP 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 ADP general education program is a distribution requirement rather than the TU model of an integrated nine course program, seven courses of which must be taken in a coherent sequence.

The ADP general education program consists of nine 4-semester hour courses which seeks to ensure that students have attained the following knowledge, skills and abilities:

1. The ability to communicate accurately, appropriately and effectively. Courses acting in direct support of this goal include:
  - a. Two courses (4 semester hours each) which are focused on writing and which are appropriate for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

WRI 101	Core Writing Workshop
COR 101	Narratives of the Self I
COR 102	Narratives of the Self II
2. An understanding of our cultural heritage as revealed in the humanities and the fine arts. Courses acting in direct support of this goal include:

- a. One history course (4 semester hours) suitable for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

HIS 101	Foundations of the West
HIS 102	Europe and the World, 1715 to the Present
HIS 130	United States History to 1865
HIS 131	United States History Since 1865
HIS 290	Special Topics in History (depending on topic)
- b. And one fine arts course (4 semester hours, in art, music or theatre) suitable for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

COR 103	Music and Culture
COR 104	Art and Culture
COR 105	Theatre and Culture
THE 220	Theatre History I: Greeks to Renaissance
THE 210	Theatre History II: Restoration to 20 <sup>th</sup> Century
- c. And one literature or philosophy course (4 semester hours) suitable for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

ENG 101	Ancient Literature
ENG 102	Medieval and Renaissance Literature
ENG 103	18 <sup>th</sup> and 19 <sup>th</sup> Century Literature
ENG 104	Modern and Contemporary Literature
PHI 101	What is Philosophy?

Every student attending an Oglethorpe-approved semester or year abroad during their tenure at Oglethorpe may petition the provost to have their course work abroad count as an equivalency for one (and only one) of the courses in this category, depending on the nature of the trip and the course work required. Consult the provost, registrar or the director of the center for global education for details.

3. An understanding of the forces shaping contemporary society as revealed by the social sciences. Courses acting in direct support of this goal include:
  - a. Two social or behavioral science courses (4 semester hours each, in economics, politics, psychology or sociology) suitable for general education. The two courses must be from different disciplines. Oglethorpe courses guaranteed to satisfy this requirement include:
 

ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
POL 101	Introduction to American Politics
POL 111	International Relations
POL 122	Introduction to Comparative Politics
PSY 101	Introduction to Psychology
PSY 204	Social Psychology
SOC 101	Introduction to Sociology
SOC 202	The American Experience
4. An appreciation of the methods of science to the acquisition of knowledge, and an understanding of contributions of science to our cultural heritage and to the solution of contemporary problems. Courses acting in direct support of this goal include:

- a. One science course (4 or more semester hours, in biology, chemistry, general science, physics or physical science) appropriate for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

BIO 110	Biological Inquiry
CHM 101	General Chemistry I
CHM 102	General Chemistry II
COR 400	Science and Human Nature
GEN 101	Natural Sciences: The Physical Sciences (depending on topic)
GEN 102	Natural Sciences: The Biological Sciences (depending on topic)
PHY 101	General Physics I
PHY 102	General Physics II
5. An understanding of mathematical thought and processes and the ability to conceptualize and apply mathematical reasoning to problem solving. Courses acting in direct support of this goal include:
  - a. One mathematics course (4 semester hours) suitable for general education. Oglethorpe courses guaranteed to satisfy this requirement include:
 

COR 203	Great Ideas of Modern Mathematics
COR 314	Mathematics and Human Nature
MAT 111	Statistics
MAT 120	Introduction to Functions
MAT 121	Applied Calculus
MAT 130	Advanced Functions
MAT 131	Calculus I
6. The ability to read and to think critically. All (or nearly all) of the courses which are listed as acting in support of goals 1 through 5 (above) typically contribute to this final goal.

In the above, the phrase “suitable for general education” commonly means that the course is at the lower level (see especially [Sec. 1.4.3.2.](#)) because these courses are developed specifically to provide breadth, foundation and basic knowledge, skills and abilities, all of which are hallmarks of general education. However, there are instances where an upper level course can be appropriate for general education. Likewise, there are instances when there are Oglethorpe courses which will satisfy one of the above requirements but which do not appear among the list of “guaranteed acceptable” courses. Determination such as those described in this paragraph are made on a case-by-case basis by the registrar, a student’s advisor and (when appropriate) after consultation with relevant faculty.

Prior to a student’s first semester at Oglethorpe, the registrar and personnel in the academic success center will evaluate how many of the general education requirements have already been met due to (a) credits by examination (see [Sec. 6.8.1.](#)), (b) credits from joint enrollment and/or dual enrollment (see [Sec. 6.8.2.](#)), (c) credits by transfer (see [Sec. 6.8.3.](#)), and (d) credits through transfer under an articulation agreement (see [Sec. 6.8.4.](#)). 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. Note that while all Oglethorpe’s general education courses are 4 semester hours, the University will accept appropriate ADP general education courses via transfer from other regionally accredited post-secondary institutions even if those courses are worth 3 semester hours rather than 4. The extra semester hour need not be made up.

## 8. Degrees Offered and Graduation Requirements

### 8.1. Undergraduate Degrees

Accounting	B.S., B.B.A.
American Studies	B.A.
Art History	B.A.
Biology	B.S.
Biopsychology	B.S.
Business Administration	B.S., B.B.A.
Chemistry	B.S.
Communication Studies	B.A., B.A.L.S.
Economics	B.A., B.S.
English and Comparative Literature	B.A.
Film and Media Studies <sup>14</sup>	B.A.
French	B.A.
History	B.A., B.A.L.S.
Human Resource Management	B.A.
Individually Planned Major	B.A., B.A.L.S.
International Studies	B.A.
Mathematics	B.S.
Philosophy	B.A.
Physics	B.A., B.S.
Politics	B.A.
Psychology <sup>15</sup>	B.S.
Sociology	B.A.
Spanish	B.A.
Studio Art	B.A.
Theatre	B.A.

### 8.2. 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

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<sup>14</sup> The Bachelor of Arts degree's new major of **Film and Media Studies** is pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). While we engage with our accreditor on this substantive change to our curriculum, the proposed program's new courses will be taught, starting Fall 2019. However, no student can declare or graduate with this new major until Oglethorpe receives final approval from our accreditor. See [Sec. 2.5.](#) and [Sec. 3.2.](#)

<sup>15</sup> Oglethorpe closed its evening/ADP major in Psychology in March 2019; thus, students may no longer major in Psychology in the evening. But, the evening minor in Psychology continues as well as evening Psychology courses for general education/distribution requirements. This closure and its accompanying "Teach Out Plan" were approved in July 2019 by our accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). See [Sec. 2.5.](#) and [Sec. 3.2.](#)

### 8.3. Residency Requirement

Every undergraduate degree offered by Oglethorpe University demands satisfaction of a residency requirement, which regulates the minimum number of semester hours that a student must earn at the University in order to graduate from Oglethorpe. Courses which satisfy the residency requirement are said to be taken “in residence.” The precise details of the residency requirement depend on the degree type to be earned.

#### 8.3.1. Residency Requirement for B.A. and B.S. Degrees

Of the 128 semester hours that a student must earn and which are being applied toward graduation requirements, fully one-quarter (meaning 32 semester hours or more) must be earned in residence. Therefore, the totality of all other semester hours that a student has earned (via testing, joint and/or dual enrollment, transfer, and by any and all other means) and which are being applied toward graduation must be less than or equal to three-quarters (meaning 96 or fewer) of the total of 128 semester hours needed for graduation. When taken by a current degree-seeking Oglethorpe student the following courses are counted as courses taken in residence even though they are not taken on the Oglethorpe campus nor are they necessarily taught by Oglethorpe instructors:

- Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis (see [Sec. 10.10.](#)).
- Courses in an approved study abroad program (with prior approval of the director of the center for global education, the student’s academic advisor and the relevant program coordinator or other designee; division chair(s) approval may also be required. See [Sec. 10.6.6.](#) and [Sec. 10.6.7.](#)).
- Study abroad courses offered through a joint venture between Oglethorpe University and a third party provider (see [Sec. 10.6.7.](#)), including LeadAbroad (see [Sec. 10.6.10.](#)) and GO (Global Oglethorpe; see [Sec. 10.6.11.](#)). These courses may require prior approval of the student’s academic advisor and the relevant program coordinator and/or division chair(s).

#### 8.3.2. Residency Requirement for B.A.L.S. and B.B.A. Degrees

Of the 120 semester hours that a student must earn and which are being applied toward graduation requirements, fully one-quarter (meaning 30 semester hours or more) must be earned in residence. Therefore, the totality of all other semester hours that a student has earned (via testing, joint and/or dual enrollment, transfer, and by any and all other means) and which are being applied toward graduation must be less than or equal to three-quarters (meaning 90 or fewer) of the total of 120 semester hours needed for graduation. When taken by a current degree-seeking Oglethorpe student the following courses are counted as courses taken in residence even though they are not taken on the Oglethorpe campus nor are they necessarily taught by Oglethorpe instructors:

- Courses taken at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross registration basis (see [Sec. 10.10.](#)).
- Courses in an approved study abroad program (with prior approval of the director of the center for global education, the student’s academic advisor and the relevant program coordinator or other designee; division chair(s) approval may also be required. See [Sec. 10.6.6.](#) and [Sec. 10.6.7.](#)).



- Study abroad courses offered through a joint venture between Oglethorpe University and a third party provider (see [Sec. 10.6.7.](#)), including LeadAbroad (see [Sec. 10.6.10.](#)) and GO (Global Oglethorpe; see [Sec. 10.6.11.](#)). These courses may require prior approval of the student's academic advisor and the relevant program coordinator and/or division chair(s).

#### **8.4. Foreign Language Requirement for Students Seeking the B.A. Degree**

Undergraduate students pursuing a Bachelor of Arts (B.A.) degree are required to take at least one semester of a foreign language at the second-semester elementary level (meaning 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. 6.4.4.](#)). Please note that students pursuing the B.A. degree must actually successfully complete a foreign language course at the 102 level or higher; it is insufficient to simply place into a language course at or beyond the 102 level.

Students with documented learning disabilities requiring language substitutions should consult [Sec. 3.3.2.](#)

Certain study abroad trips, endorsed 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 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.

Some majors leading to the B.A. degree require completion of foreign language course(s) beyond the second-semester elementary (meaning 102) level. Please consult the major requirements in [Sec. 9.](#)

#### **8.5. Graduation Requirements**

Each Oglethorpe student must complete the degree requirements listed below for the appropriate degree type connected to his/her academic program.

For all degree types, any student requesting a modification for any graduation requirement must seek approval from the relevant program coordinator and provide documentation of that approval to the HUB.

Semester hours earned by graduate study at other institutions may only count towards an Oglethorpe undergraduate degree with prior approval by the Provost's Office. ARCHE graduate courses, 4+1 bridge programs, and articulation agreements are examples of these types of educational opportunities.

Oglethorpe students intending to complete two majors should consult the policies in [Sec. 6.19.5.](#) as well as the appropriate requirements given below.

Students who have earned a baccalaureate degree at another regionally-accredited post-secondary institution and who wish to obtain a second baccalaureate degree from Oglethorpe, and international students who have a post-secondary degree or similar credential from a non-U.S. college or university and who wish to obtain a baccalaureate degree at Oglethorpe, must consult [Sec. 6.29.](#) as well as the appropriate requirements listed below.

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### 8.5.1. Bachelor of Arts

- Admission into the Traditional Undergraduate (TU) program.
- Completion of a minimum of 128 semester hours with a cumulative grade-point average of 2.0 or higher on course work contributing to the Oglethorpe cumulative grade-point average. No more than 8 semester hours of independent studies, and no more than 12 semester hours of internship are permitted to count toward the 128 semester hour requirement.  
NOTE: Courses below 100-level are remedial or developmental, and their semester hours do not count towards the graduation requirement of a minimum of 128 semester hours.
- Satisfaction of the residency requirement for the B.A. degree (see [Sec. 8.3.1.](#)).
- Successful completion of TU Core requirements (see [Sec. 7.1.1.](#)).
- Successful completion of B.A. major requirements (see [Sec. 8.1.](#) for a list of programs leading to the B.A. degree; see [Sec. 9.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each major according to the major requirements given in [Sec. 9.](#)
- Successful completion of any additional, officially declared academic programs, to include minor(s), concentration(s) and/or a second major (see [Sec. 6.19.5.](#)).
- Successful completion of the foreign language requirement for students seeking the B.A. degree (see [Sec. 8.4.](#)).
- For those who matriculated to Oglethorpe as first-time freshmen, successful completion of 12 co-curricular Petrel Points (see [Sec. 10.18.](#)). This requirement is waived for those who matriculated to Oglethorpe as transfer students (including freshman transfer students).
- Submission of a completed application for degree to the enrollment services office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
- Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
- Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
- Formal faculty and board of trustees approval for graduation.

### 8.5.2. Bachelor of Arts in Liberal Studies

- Admission into the Adult Degree Program (ADP).
- Completion of a minimum of 120 semester hours with a cumulative grade-point average of 2.0 or higher on course work contributing to the Oglethorpe cumulative grade-point average. No more than 8 semester hours of independent studies; and no more than 12 semester hours of internship are permitted to count toward the 120 semester hour requirement.  
NOTE: Courses below 100-level are remedial or developmental, and their semester hours do not count towards the graduation requirement of a minimum of 120 semester hours.
- Satisfaction of the residency requirement for the B.A.L.S. degree (see [Sec. 8.3.2.](#)).
- Successful completion of the ADP general education requirements (see [Sec. 7.2.](#)).
- Successful completion of B.A.L.S. major requirements (see [Sec. 8.1.](#) for a list of programs leading to the B.A.L.S. degree; see [Sec. 9.](#) for the corresponding major requirements). Completion, at Oglethorpe,

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of at least half the semester hours specifically mandated for each major according the major requirements given in [Sec. 9.](#)

- Successful completion of any additional, officially declared academic programs, to include minor(s), concentration(s) and/or a second major (see [Sec. 6.19.5.](#)).
- Submission of a completed application for degree to the enrollment services office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
- Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
- Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
- Formal faculty and board of trustees approval for graduation.

### **8.5.3. Bachelor of Business Administration**

- Admission into the Adult Degree Program (ADP).
- Completion of a minimum of 120 semester hours with a cumulative grade-point average of 2.0 or higher on course work contributing to the Oglethorpe cumulative grade-point average. No more than 8 semester hours of independent studies; and no more than 12 semester hours of internship are permitted to count toward the 120 semester hour requirement.  
NOTE: Courses below 100-level are remedial or developmental, and their semester hours do not count towards the graduation requirement of a minimum of 120 semester hours.
- Satisfaction of the residency requirement for the B.B.A. degree (see [Sec. 8.3.2.](#)).
- Successful completion of the ADP general education requirements (see [Sec. 7.2.](#)).
- Successful completion of B.B.A. major requirements (see [Sec. 8.1.](#) for a list of programs leading to the B.B.A. degree; see [Sec. 9.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each major according the major requirements given in [Sec. 9.](#)
- Successful completion of any additional, officially declared academic programs, to include minor(s), concentration(s) and/or a second major (see [Sec. 6.19.5.](#)).
- Submission of a completed application for degree to the enrollment services office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
- Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
- Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
- Formal faculty and board of trustees approval for graduation.

### **8.5.4. Bachelor of Science**

- Admission into the Traditional Undergraduate (TU) program.
- Completion of a minimum of 128 semester hours with a cumulative grade-point average of 2.0 or higher on course work contributing to the Oglethorpe cumulative grade-point average. No more than

8 semester hours of independent studies, and no more than 12 semester hours of internship are permitted to count toward the 128 semester hour requirement.

NOTE: Courses below 100-level are remedial or developmental, and their semester hours do not count towards the graduation requirement of a minimum of 128 semester hours.

- Satisfaction of the residency requirement for the B.S. degree (see [Sec. 8.3.1.](#))
- Successful completion of TU Core requirements (see [Sec. 7.1.1.](#))
- Successful completion of B.S. major requirements (see [Sec. 8.1.](#) for a list of programs leading to the B.S. degree; see [Sec. 9.](#) for the corresponding major requirements). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each major according to the major requirements given in [Sec. 9.](#)
- Successful completion of any additional, officially declared academic programs, to include minor(s), concentration(s) and/or a second major (see [Sec. 6.19.5.](#)).
- For those who matriculated to Oglethorpe as first-time freshmen, successful completion of 12 co-curricular Petrel Points (see [Sec. 10.18.](#)). This requirement is waived for those who matriculated to Oglethorpe as transfer students (including freshman transfer students).
- Submission of a completed application for degree to the enrollment services office by the stated deadline. If a student does not graduate as anticipated, an updated application for degree must be submitted.
- Satisfaction of all financial and other obligations to the University and payment of a degree completion fee.
- Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
- Formal faculty and board of trustees approval for graduation.

## 8.6. 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:

- 8.6.1.** *Bulletins* (and their revisions) are defined to have finite lifetimes as viable, functioning documents; see [Sec. 1.2.4.](#) Thus, the *Oglethorpe University Bulletin: 2017-2018* cannot be cited as referencing valid graduation requirements following the conclusion of the 2023-2024 academic year, for example.
- 8.6.2.** 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. 6.24.5.](#) Such students may not elect to graduate under requirements in effect at or 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.
- 8.6.3.** 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.

- 8.6.4.** If academic programs (majors and/or minors) 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.
- 8.6.5.** Students must choose a coherent set of graduation requirements (including requirements for major(s) and any minor(s) or concentration(s), general education requirements, etc.) from a single *Bulletin*. It is not permissible to mix and match these requirements from different *Bulletins*.

## 9. Major, Minor, and Other Programs and Their Requirements

### 9.1. Accounting

Programs offered through the Hammack School of Business ([Sec. 4.1.3](#)):

- B.S. in Accounting (TU)
- B.B.A. in Accounting (ADP)
- Minor in Accounting (TU)
- Minor in Accounting (ADP)

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 (see [Sec. 8.5.4](#) for a complete list of B.S. graduation requirements)**

1. Completion of all the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
ACC 240	Business Law I
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 275	Business Analytics
BUS 310	Corporate Finance
BUS 350	Marketing
BUS 469	Strategic Management
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics

2. 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 the Accounting program coordinator in consultation with the division chair (or designee).
- 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 in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business or in accounting and economics (B.S. degree option).
- d. For accounting majors who are interested in qualifying to take the CPA exam, and particularly if the student ultimately intends to qualify for a CPA license after passing the CPA exam, there is considerable additional course work 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 (see [Sec. 8.5.3.](#) for a complete list of B.B.A. graduation requirements)**

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 the Accounting program coordinator in consultation with the division chair (or designee).
- 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 in the Hammack School of Business.

### **Minor in Accounting (ADP)**

The requirements are identical to those for the Minor in Accounting (TU) (see above).

## **9.2. African American Studies**

Programs offered:

Minor in African American Studies (TU)

The African American Studies minor is an interdisciplinary program that examines African American history, politics, and culture in the continental United States and the African diaspora. The program provides students with opportunities to explore the collective histories, experiences, contributions and social class of African Americans in the United States and abroad. The minor's interdisciplinary perspective encourages students to make connections and think critically and creatively across traditional disciplinary boundaries. The African American Studies minor is designed to allow students a considerable degree of freedom in their choice of electives, disciplinary focus and research projects.

A minor in African American Studies consists of successful completion of four courses from at least three different disciplines totaling 16 semester hours.

### **Minor in African American Studies (TU):**

1. Completion of the following required course:  
AAS 100 Introduction to African American Studies
2. Completion of no fewer than two (2) courses from the following list of foundational courses:  
CRS 430 Race & Representation in the Media  
ENG 240/340 Freedom Seekers & Narrative  
HIS 234 To Tell a Free Story: African American History to 1900  
POL 304 African American Politics  
Special topics courses pre-approved by the African American Studies program coordinator
3. Completion of up to one (1) course from the following list of elective courses:  
ART 340 The Art of the Americas, Africa and Oceania  
ENG 240 TV and Reading  
ENG 240 The Lady Rebel  
ENG 340 Woolf and Morrison  
HIS 330 The United States between World Wars  
HIS 331 The Age of Affluence: The United States Since 1945  
HIS 236 U.S. History through Film  
POL 101 Introduction to American Politics  
SOC 306 Race, Ethnicity, and Immigration  
SPN 406 French and Spanish Crossroads in the Caribbean and Africa  
SPN 490 Advanced Special Topics in Hispanic Languages, Literatures and Culture  
ULP 303 New American City

Special topics courses pre-approved by the African American Studies program coordinator.



4. Additional requirements and things to note:
  - a. No more than one course counted towards meeting requirements of the African American Studies minor can be counted toward satisfaction of requirements in any other program.

### 9.3. American Studies

Programs offered:

- B.A. in American Studies (TU)
- 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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all the following courses:
 

ECO 326	United States Economic History
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
POL 302	American Political Parties
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
ENG 341	Advanced Topics in Genre Studies: American Poetry
ENG 393	Special Topics in Literary and Cultural Studies
ENG 394	Special Topics in Major Authors
HIS 431	History of United States Foreign Relations
POL 201	Constitutional Law
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
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

### **9.4. Art History**

Programs offered:

- B.A. in Art History (TU)
- Minor in Art History (TU)

The Art History major provides students with an intellectual, aesthetic and historical foundation for the rigorous study of all visual arts, including architecture, sculpture, painting, photography and electronic media. The courses which comprise the Art History major have been designed as global, integrated, interdisciplinary constructs that underscore and invigorate the Core and the liberal arts experience, complementing other courses and majors which are already offered at Oglethorpe.

The courses in Art History are logically arranged according to increasing levels of mastery and complexity of thought, symbol, imagery, and technical understanding, providing comparative historical, cultural, and philosophical references to other course students often take. At the same time, these courses are decidedly appropriate for their intense immersion for a university education, function as rigorous, free-standing portals to specific sub-disciplines, with each course aligning to the mission of Oglethorpe. Each course deepens intellectual curiosity, provides individual attention, encourages close collaboration between professor and student, and offers scholarly insights into real-world field experiences in museums, archaeology, cultural resource management, and galleries. The curriculum prepares students for graduate school in Art History and for a variety of careers in arts management and curation.

### **B.A. in Art History (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

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.

### **9.5. Art, Studio (please see [Studio Art](#))**

### **9.6. Biology**

Programs offered:

- B.S. in Biology (TU)
- Minor in Biology (TU)

The curriculum in Biology provides a foundation in contemporary biology 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 preparation for employment by research institutions, non-government and government institutions, and industry, and also provides preparation for graduate and professional schools of biology, dentistry, environmental studies, medicine, public health, veterinary medicine, and the like.

The Biology major and Biology minor require several introductory-level science (biology, chemistry, physics) courses that have mathematics prerequisites and/or co-requisites. These requirements and the means by which to satisfy them are described in [Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)

Biology students who are interested in careers in the interdisciplinary fields of environmental studies ([Sec. 9.16.](#)), public health ([Sec. 9.34.](#)) or scientific/medical illustration ([Sec. 9.39.](#)) can earn specialized credentials in those areas. These three programs require specific advising from faculty (biology faculty for environmental studies and public health, and art faculty for scientific/medical illustration). Additionally, all three programs have application deadlines.

Biology students who are interested in careers in biomedical sciences and allied health studies (e.g., nursing, physical therapy, occupational therapy, clinical laboratory science), in medicine, and in similar healthcare

professions (dentistry, optometry, pharmacy, veterinary medicine) should also seek specific advising from biology faculty.

**B.S. in Biology (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

1. Completion of all of the following courses, each with a grade of “C-” or better:

BIO 110	Biological Inquiry
BIO 111	Biostatistics
BIO 201	Genetics
BIO 252	Biology Seminar
BIO 499	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)
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 three of the following “Category A” electives:

BIO 202	Microbiology
BIO 224	Cancer Biology
BIO 313	Developmental Biology
BIO 317	Biochemistry
BIO 414	Molecular Biology and Biotechnology
BIO 418	Cell Biology
4. Completion of any two of the following “Category B” electives:

BIO 215	Animal Behavior
BIO 301	Comparative Vertebrate Anatomy
BIO 402	Human Physiology
5. Completion of any two of the following “Category C” electives:

BIO 280	Conservation Biology in Hawaii
BIO 320	Urban Ecology
BIO 380	Conservation Biology
BIO 423	Ecology
6. Additional requirements and things to note:
  - a. Of the electives taken from Categories A, B, and C, at least one elective must be at the 400-level and one additional elective must be at the 300-level or higher.
  - b. 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 110	Biological Inquiry
BIO 111	Biostatistics
BIO 201	Genetics
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)

2. Completion of one additional 5 semester hour Biology elective.
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 minor.

## 9.7. Biopsychology

Programs offered:

B.S. in Biopsychology (TU)

Biopsychology studies the relationship between brain processes and behavior. By its nature, biopsychology is an interdisciplinary field that integrates biological and psychological sciences. Students pursuing a degree in Biopsychology take courses that focus on the neural and hormonal correlation of behavior including sleep, feeding, sexual behavior, learning and memory, language, sensory and perceptual mechanisms, drug interactions, research methods, and statistics. A graduate with a Bachelor of Science in Biopsychology could pursue careers or graduate programs in allied health professions, biopsychology, neuropsychology, medicine, psychiatry, neuroscience, or related fields.

Due to the broad applicability 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 seek specialized advising.

Some introductory-level science (e.g.: biology and chemistry) 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 determine whether a student has sufficient mathematical knowledge to exempt any (or all) of the mathematics prerequisites. If not, it will also help develop a plan of action for preparing the student to satisfy prerequisites in the shortest possible time. Please consult [Sec. 6.4.1.](#) and [Sec. 6.4.2.](#) for additional information.

### **B.S. in Biopsychology (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

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)
BIO 110	Biological Inquiry
BIO 201	Genetics
PSY 101	Introduction to Psychology
PSY 209	Behavioral Neuroscience

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- PSY 308      Sensation and Perception
  - PSY 310      Drugs, the Brain and Behavior
  - PSY 320      Psychological Statistics and Research Methods I
  - PSY 321      Psychological Statistics and Research Methods II
  - BIO 496
  - or PSY 496    Capstone Seminar in Biopsychology
2. Completion of any one of the following “Biology” electives:
    - BIO 215      Animal Behavior
    - BIO 313      Developmental Biology
    - BIO 402      Human Physiology
  3. Completion of any one of the following “Psychology” electives
    - PSY 201      Developmental Psychology
    - PSY 307      Cognitive Psychology
  4. 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. 6.8.6.](#)).
    - b. Courses taken to complete this major may not be used to fulfill the requirements of a minor in a related field.

## 9.8. Business Administration

Programs offered through the Hammack School of Business ([Sec. 4.1.3](#)):

- B.S. in Business Administration (TU)
- B.B.A in Business Administration (ADP)
- Minor in Business Administration (TU)
- Minor in Business Administration (ADP)

The study of business provides the student with an understanding of key concepts and associated tools that are fundamental to successful careers in business, both profit and nonprofit, and for active administration of organizations in the arts and in the community. These career opportunities include banking, finance, consulting, marketing, and management.

Our business curriculum is built upon a broad foundation of business knowledge, enhanced with study in the major disciplines of finance, accounting, management, marketing, analytics and economics, and culminates in a capstone study of the application of strategy in a variety of business models and environments.

Our business program is founded on these beliefs:

- Business is an integrative discipline requiring an appreciation for broad based business concepts beyond a single functional area.
- Business today is global in character and implementation. The understanding of the cultural and strategic challenges of international business is paramount.
- Understanding business requires hands-on experience, and an active program of internships, study abroad and direct exposure to the business community is key.
- Ethical leadership rests at the heart of good management and must be a part of the broader business education experience.

Our classes focus on the accomplishment of the above by providing the following:

- A focus on strategic thinking across an array of environments from start-up, to international business, to Fortune 100 corporations.
- Team-based development of oral and written presentation skills.
- Development of a case-based capability for business analysis.

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. The study of business, both as a major and a minor, provides a useful foundation for the study of law and for graduate study in business.

**B.S. in Business Administration (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

1. Completion of all the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
BUS 240	Business Law
BUS 260	Principles of Management
BUS 275	Business Analytics
BUS 310	Corporate Finance
BUS 350	Marketing
BUS 469	Strategic Management
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics

2. Completion of four additional upper level 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.

3. 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 in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business or in accounting and economics (B.S. degree option)
  - c. A cumulative maximum of ten semesters hours of courses required for the major can be taken under the provisions of the transient student policy (see [Sec. 6.8.6.](#)).

**B.B.A. in Business Administration (see [Sec. 8.5.3.](#) for a complete list of B.B.A. graduation requirements)**

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 taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration in the Hammack School of Business.

### **Minor in Business Administration (ADP)**

The requirements are identical to those for the Minor in Business Administration (TU) (see above).

## **9.9. Chemistry**

Programs offered:

- B.S. in Chemistry (TU)
- Minor in Chemistry (TU)

The Chemistry program provides a substantial and integrated foundation in chemistry and related disciplines. The lecture courses and their laboratory counterparts work cooperatively to ensure attainment of an increasing broad and deep understanding of the fundamentals of modern chemistry. Students will also progressively enhance their abilities to think critically and creatively and to express themselves both orally and in writing. The chemistry program encourages and supports participation in independent research and internships as means of more fully understanding both the discipline and its intersection with other educational, business, and governmental institutions.

The chemistry major supplies an appropriate background for employment in research institutions, non-government and government institutions and industry. The curriculum also prepares students for graduate school in chemistry or several closely-related disciplines, and for professional schools of law, medicine, dentistry, veterinary medicine, etc.

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 seek specialized advising. Likewise, students interested in pursuing careers in scientific illustration with a physical science emphasis should seek specialized advising.

Please note that 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

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courses are required for the Chemistry major and minor. These requirements and the means by which to satisfy them are described in [Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)

**B.S. in Chemistry (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

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.

**9.10. Communication Studies**

Programs offered:

- B.A. in Communication Studies (TU)
- B.A. in Communication Studies (Media Studies track) (TU)
- B.A. in Communication Studies (Public Relations track) (TU)
- B.A. in Communication Studies (Rhetoric and Public Discourse track) (TU)
- B.A.L.S. in Communication Studies (ADP)
- Minor in Communication Studies (TU)
- Minor in Communication Studies (ADP)

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,

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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.

There are two ways a student can complete the major – with a track or without a track (general major). Students have the option of pursuing the major with a track in one of these three areas: Media Studies, Public Relations, and Rhetoric and Public Discourse.

The track in Media Studies provides students with an understanding of the media environment both domestically and internationally. Students will examine the forces shaping the creation of media texts, learn to critically analyze these texts, explore the role and impact of social media and will develop an appreciation of the way the media shape their understanding of the world.

The track in Public Relations provides students with a solid foundation in the area of Public Relations. Students will receive an introduction to the field and learn critical skills such as writing and planning. Advanced courses will delve into major theories in Public Relations and campaign building in order to provide an understanding of how critical processes in PR can best be developed and implemented. Throughout the program, students will work with actual clients across the Atlanta region to provide a real-world experience and contacts.

The track in Rhetoric and Public Discourse provides students with an understanding of the theories and practices of rhetoric and cultural studies. From its ancient to contemporary articulations, the field of rhetoric prepares citizens to engage and persuade audiences on matters of public concern, cultural value, and social change. Students will learn to apply rhetoric to produce as well as critique arguments on public issues for specific audiences, purposes, and situations. This track enables students to investigate the critical interplay of language, power, identity, and community in public discourse. Courses focus on rhetorics of public participation and advocacy in politics, social movements and protests, and the emerging digital publics of social media.

**B.A. in Communication Studies (see [Sec. 8.5.1.](#) ) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses:

COM 101	Theories of Communication and Rhetoric
COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 120	Introduction to Media Studies

2. Completion of two of the following courses, at least one must bear the COM designation:

COM 260	Writing for Business and the Professions
COM 310	Public Relations Writing
COM 320	Persuasive Writing
NPM 265	Nonprofit Communication

WRI 200	Independent Study in Writing
WRI 230	Creative Writing
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing

3. Completion of four of the following courses (at least two, not including internships, must be at the 400-level):

COM 200	Independent Study in Communication Studies
COM 220	Intercultural Communication
COM 250	Digital Storytelling
COM 270	Principles of Public Relations
COM 280	Gender, Culture, and Communication
COM 290	Special Topics in Communication Studies
COM 330	Social Media Theories and Impact
COM 350	Just Food? The Cultural Rhetorics and Politics of Consumption
COM 360	Social Media Strategy and Analytics
COM 380	Feminist Media Studies
COM 400	Advanced Independent Study in Communication Studies
COM 410	Public Relations Theory and Research
COM 420	Media, Culture, and Society
COM 430	Race and Representation in the Media
COM 440	Public Relations Campaigns
COM 450	Crisis Communication
COM 460	Rhetorical Theories of Emotion and Affect
COM 470	Globalization and the Media
COM 480	Rhetoric of Human Rights
COM 490	Advanced Special Topics in Communication Studies
COM 495	Internship in Communication Studies

4. Additional requirements and things to note:
- A grade of "C-" or better is required in all courses contributing to the major.
  - 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 studio art, philosophy, psychology, business administration, politics and international studies.
  - At least one of the courses meeting the writing requirement must have a COM designation.
  - At least one 400-level COM course (excluding COM 495) must be taken at Oglethorpe.
  - At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
  - If a third writing course is taken, it will count toward one of the four electives in section 3 (above).

- g. Though COM 495 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 COM 495 will be applied to general electives.

**B.A. in Communication Studies (Media Studies track) (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses:

COM 101	Theories of Communication and Rhetoric
COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 120	Introduction to Media Studies
2. Completion of two of the following courses, at least one must bear a COM designation:

COM 240	Introduction to Newswriting
COM 260	Writing for Business and the Professions
COM 310	Public Relations Writing
COM 320	Persuasive Writing
NPM 265	Nonprofit Communication
WRI 200	Independent Study in Writing
WRI 230	Creative Writing
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
3. Completion of four of the following courses (at least two, not including internships, must be at the 400-level):

COM 200	Independent Study in Communication Studies
COM 220	Intercultural Communication
COM 250	Digital Storytelling
COM 280	Gender, Culture, and Communication
COM 290	Special Topics in Communication Studies
COM 330	Social Media Theories and Impact
COM 360	Social Media Strategy and Analytics
COM 380	Feminist Media Studies
COM 400	Advanced Independent Study in Communication Studies
COM 420	Media, Culture, and Society
COM 430	Race and Representation in the Media
COM 470	Globalization and the Media
COM 490	Advanced Special Topics in Communication Studies
COM 495	Internship in Communication Studies
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 studio art, philosophy, psychology, business administration, politics and international studies.
- c. At least one of the courses meeting the writing requirement must have a COM designation.
- d. At least one 400-level COM course (excluding COM 495) must be taken at Oglethorpe.
- e. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
- f. Though COM 495 Internship in Communication 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 COM 495 will be applied to general electives.

**B.A. in Communication Studies (Public Relations Track) (see [Sec. 8.5.1. For a complete list of B.A. graduation requirements](#))**

1. Completion of all the following courses:
 

COM 101	Theories of Communication and Rhetoric
COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 120	Introduction to Media Studies
COM 270	Principles of Public Relations
COM 310	Public Relations Writing
COM 410	Public Relations Theory and Research
2. Completion of one of the following:
 

COM 240	Introduction to Newswriting
COM 260	Writing for Business and the Professions
COM 320	Persuasive Writing
NPM 265	Nonprofit Communication
WRI 200	Independent Study in Writing
WRI 230	Creative Writing
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
3. Completion of two of the following courses (at least one, not including internships, must be at the 400-level):
 

COM 200	Independent Study in Communication Studies
COM 220	Intercultural Communication
COM 290	Special Topics in Communication Studies
COM 330	Social Media Theories and Impact
COM 360	Social Media Strategy and Analytics
COM 400	Advanced Independent Study in Communication Studies
COM 440	Public Relations Campaigns
COM 450	Crisis Communication
COM 490	Advanced Special Topics in Communication Studies
COM 495	Internship in Communication Studies
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.

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- 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 studio art, philosophy, psychology, business administration, politics and international studies.
- c. At least one of the courses meeting the writing requirement must have a COM designation.
- d. At least one 400-level COM course (excluding COM 495) must be taken at Oglethorpe.
- e. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
- f. If a third writing course is taken, it will count toward one of the four electives in section 3 (above).
- g. Though COM 495 Internship in Communication 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 COM 495 will be applied to general electives.

**B.A. in Communication Studies (Rhetoric and Public Discourse Track) (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses:
 

COM 101	Theories of Communication and Rhetoric
COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 120	Introduction to Media Studies
COM 320	Persuasive Writing
2. Completion of one of the following courses:
 

COM 240	Introduction to Newswriting
COM 260	Writing for Business and the Professions
COM 310	Public Relations Writing
NPM 265	Nonprofit Communication
WRI 200	Independent Study in Writing
WRI 230	Creative Writing
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
3. Completion of four of the following (at least two, not including internships, must be at the 400-level):
 

COM 200	Independent Study in Communication Studies
COM 220	Intercultural Communication
COM 280	Gender Culture and Communication
COM 290	Special Topics in Communication Studies
COM 350	Just Food? The Cultural Rhetorics and Politics of Consumption
COM 400	Advanced Independent Study in Communication Studies
COM 460	Rhetorical Theories of Emotion and Affect
COM 480	Rhetoric of Human Rights
COM 490	Advanced Special Topics in Communication Studies
COM 495	Internship in Communication Studies
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 studio art, philosophy, psychology, business administration, politics and international studies.

- c. At least one of the courses meeting the writing requirement must have a COM designation.
- d. At least one 400-level COM course (excluding COM 495) must be taken at Oglethorpe.
- e. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
- f. If a third writing course is taken, it will count toward one of the four electives in section 3 (above).
- g. Though COM 495 Internship in Communication 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 COM 495 will be applied to general electives.

**B.A.L.S. in Communication Studies (see [Sec. 8.5.2.](#) for a complete list of B.A.L.S. graduation requirements)**

1. Completion of all of the following courses:

COM 101	Theories of Communication and Rhetoric
COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 120	Introduction to Media Studies
2. Completion of two of the following courses:

COM 240	Introduction to Newswriting
COM 260	Writing for Business and the Professions
COM 310	Public Relations Writing
COM 320	Persuasive Writing
NPM 265	Nonprofit Communication
WRI 230	Creative Writing
WRI 290	Special Topics in Writing
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 490	Advanced Special Topics in Writing
3. Completion of four of the following courses (at least two, not including internships, must be at the 400-level):

COM 200	Independent Study in Communication Studies
COM 220	Intercultural Communication
COM 250	Digital Storytelling
COM 270	Principles of Public Relations
COM 280	Gender, Culture, and Communication
COM 290	Special Topics in Communication Studies
COM 330	Social Media Theories and Impact
COM 350	Just Food? The Cultural Rhetorics and Politics of Consumption
COM 360	Social Media Strategy and Analytics
COM 380	Feminist Media Studies
COM 400	Advanced Independent Study in Communication Studies
COM 410	Public Relations Theory and Research
COM 420	Media, Culture, and Society
COM 430	Race and Representation in the Media
COM 440	Public Relations Campaigns
COM 450	Crisis Communication
COM 460	Rhetorical Theories of Emotion and Affect
COM 470	Globalization and the Media
COM 480	Rhetoric of Human Rights

- |         |  |
|---------|--|
| COM 490 | Advanced Special Topics in Communication Studies |
| COM 495 | Internship in Communication Studies              |
4. Completion of a single foreign language at the 102-level.
  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 ADP minor course of study to connect their field to a related body of knowledge.
    - c. At least one of the courses meeting the writing requirement must have a COM designation.
    - d. At least one 400-level COM course (excluding COM 495) must be taken at Oglethorpe.
    - e. At most, one course contributing to the major can be counted toward a minor or a second major in another discipline.
    - f. Though COM 495 Internship in Communication 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 COM 495 will be applied to general electives.

### **Minor in Communication Studies (TU)**

1. Completion of all of the following courses:
 

COM 101	Theories of Communication and Rhetoric
COM 120	Introduction to Media Studies
2. Completion of one of the following courses:
 

COM 240	Introduction to Newswriting
COM 260	Writing for Business and the Professions
COM 310	Public Relations Writing
COM 320	Persuasive Writing
NPM 265	Nonprofit Communication
3. Completion of two of the following courses, at least one of which must be at the 400-level:
 

COM 105	Introduction to Communication Research Methods
COM 110	Public Speaking
COM 220	Intercultural Communication
COM 250	Digital Storytelling
COM 270	Principles of Public Relations
COM 280	Gender, Culture, and Communication
COM 290	Special Topics in Communication Studies
COM 330	Social Media Theories and Impact
COM 350	Just Food? The Cultural Rhetorics and Politics of Consumption
COM 360	Social Media Strategy and Analytics
COM 380	Feminist Media Studies
COM 400	Advanced Independent Study in Communication Studies
COM 410	Public Relations Theory and Research
COM 420	Media, Culture, and Society
COM 430	Race and Representation in the Media
COM 440	Public Relations Campaigns
COM 450	Crisis Communication
COM 460	Rhetorical Theories of Emotion and Affect
COM 470	Globalization and the Media
COM 480	Rhetoric of Human Rights
COM 490	Advanced Special Topics in Communication Studies
COM 495	Internship in Communication Studies
4. Additional requirements and things to note:



At least three of the courses contributing to the minor must be taken at Oglethorpe.

### **Minor in Communication Studies (ADP)**

1. Completion of all of the following courses:
  - COM 101 Theories of Communication and Rhetoric
  - COM 120 Introduction to Media Studies
2. Completion of one of the following courses:
  - COM 240 Introduction to Newswriting
  - COM 260 Writing for Business and the Professions
  - COM 310 Public Relations Writing
  - COM 320 Persuasive Writing
  - NPM 265 Nonprofit Communication
3. Completion of two of the following courses, at least one of which must be at the 400-level:
  - COM 105 Introduction to Communication Research Methods
  - COM 110 Public Speaking
  - COM 220 Intercultural Communication
  - COM 250 Digital Storytelling
  - COM 270 Principles of Public Relations
  - COM 280 Gender, Culture, and Communication
  - COM 290 Special Topics in Communication Studies
  - COM 330 Social Media Theories and Impact
  - COM 350 Just Food? The Cultural Rhetorics and Politics of Consumption
  - COM 360 Social Media Strategy and Analytics
  - COM 380 Feminist Media Studies
  - COM 400 Advanced Independent Study in Communication Studies
  - COM 410 Public Relations Theory and Research
  - COM 420 Media, Culture, and Society
  - COM 430 Race and Representation in the Media
  - COM 440 Public Relations Campaigns
  - COM 450 Crisis Communication
  - COM 460 Rhetorical Theories of Emotion and Affect
  - COM 470 Globalization and the Media
  - COM 480 Rhetoric of Human Rights
  - COM 490 Advanced Special Topics in Communication Studies
  - COM 495 Internship in Communication Studies
4. Additional requirements and things to note:
  - At least three of the courses contributing to the minor must be taken at Oglethorpe.

### **9.11. Computer Science**

Programs offered:

Minor in Computer Science (TU)

Computer Science is the study of the 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.

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The successful Computer Science minor will:

- Sharpen their problem-solving skills;
- Communicate fluently in a programming language in a way that exhibits good software engineering techniques;
- Communicate fluently in spoken and written English using the algorithms and data structures of computer science; and
- Relate their classroom experience to future career goals.

### **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 an additional Computer Science course (4 semester hours or more) at the upper level.
3. Completion of two elective courses from the following list:
  - a. Additional Computer Science courses (4 semester hours or more) at the upper level.
  - b. PHI 201 Formal Logic or MAT 241 Proof and Logic (but not both)
  - c. PHY 232 Fundamentals of Electronics (and the accompanying lab, PHY 232L).
4. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.

## **9.12. Economics**

Programs offered through the Hammack School of Business ([Sec. 4.1.3](#)):

- B.A. in Economics (TU)
- B.S. in Economics (TU)
- 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, Business Administration, or other related fields.

**B.A. in Economics (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

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 by taking MAT 131 Calculus I should take the mathematics placement examination (see [Sec. 6.4.1.](#) and [Sec. 6.4.3.](#)) 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
ECO 429	Econometrics
MAT 111	Statistics
3. Completion of four upper level courses in Economics, which can include ECO 495 Internship in Economics only when taken once and only if the internship is for 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 in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business or in accounting and economics (B.S. degree option)

**B.S. in Economics (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

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 by taking MAT 131 Calculus I should take the mathematics placement examination (see [Sec. 6.4.1.](#) and [Sec. 6.4.3.](#)) 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
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 495 Internship in Economics only when taken once and only if the internship is for 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 in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business or in accounting and economics (B.S. degree option).

### **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 by taking MAT 131 Calculus I should take the mathematics placement examination (see [Sec. 6.4.1.](#) and [Sec. 6.4.3.](#)) 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 taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration in the Hammack School of Business.

### **9.13. Education (Dual Degree with Mercer University)**

Programs offered:

B.A. (TU), B.S. (TU), B.B.A. (ADP), or B.A.L.S. (ADP) in a Chosen Major from Oglethorpe University  
 Master of Arts in Teaching (MAT) from Mercer University

Through Oglethorpe University's partnership with Mercer University, students can prepare for the K-12 teaching profession while finishing their degrees and college experiences at Oglethorpe. The 4+1 Bridge

Program allows students accelerated courses of study in undergraduate and graduate degree programs offered by Oglethorpe and Mercer in as little as five years.

After earning undergraduate degrees in the majors of their choice at Oglethorpe, students will choose an area of specialization in Mercer's Master of Arts in Teaching programs in Early Childhood, Middle Grades, and Secondary Education. Students will also be eligible for initial teacher certification upon successful completion of the program.

#### Program Structure

##### Phase I: Beginning Study at Oglethorpe University

- Prior to junior year at Oglethorpe and admission to the bridge program

##### Phase II: Advanced Study at Oglethorpe University and Mercer University

- During Junior and/or Senior year at Oglethorpe and after admission to the bridge program
- Begin undergraduate education courses and up to one graduate education course at Mercer

##### Phase III: Graduate Study at Mercer University

- After completion of Oglethorpe undergraduate degree and admission to the bridge program

#### Oglethorpe University Requirements

- Candidates must be classified as a Junior and have a minimum cumulative GPA of 2.75.
- Eligible degree programs include: Bachelor of Arts, Bachelor of Arts in Liberal Studies, Bachelor of Science, and Bachelor of Business Administration
- Sufficient SAT or ACT scores to exempt the GACE Program Admission Assessment or have passed the GACE Program Admission Assessment
- Completed online, self-paced module "GACE Educator Ethics for Program Entry Assessment"
- Complete a no-fee, streamlined application to the bridge program

#### Mercer University Requirements

- For advanced study at Mercer (Phase II), candidates must successfully meet the above Oglethorpe University requirements and have the streamlined bridge program application approved by Mercer University.
- For graduate study at Mercer (Phase III), candidates must successfully complete the above criteria, have the streamlined bridge program application approved by Mercer University, and have earned an appropriate undergraduate degree from Oglethorpe.

Dual Degree in Education/4+1 Bridge Program Interest and Eligibility Form:

<https://41hwij3h2y9b2wcoli2mzjpn-wpengine.netdna-ssl.com/wp-content/uploads/2019/02/Mercer-OU-Bridge-Program-Checklist-12-5-2018.pdf>

#### 9.14. Engineering (please see [Physics—Engineering Track](#))

## 9.15. English and Comparative Literature

Programs offered:

- B.A. in English and Comparative Literature (TU)
- Minor in English and Comparative Literature (TU)
- Minor in English (ADP)

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. Oglethorpe graduates also work in public relations and editing, where they use their skill with words—a major emphasis of every English and Comparative Literature course. They go into teaching and sometimes work for publishers, television stations, film-making companies or computer firms where 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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of one of the following courses:
  - ENG 101      Ancient Literature
  - ENG 105      Global Literatures
2. Completion of all of the following courses:
  - ENG 102      Medieval and Renaissance Literature
  - ENG 103      18th and 19th Century Literature
  - ENG 104      Modern and Contemporary Literature
  - ENG 210      Introduction to Literary and Cultural Studies
  - ENG 220      Literary Tribalism: How to Read Race, Class, Nation, and Gender
3. Completion of one of the following courses:
  - ENG 201      Chaucer
  - ENG 204      Shakespeare: Early Plays, To 1603

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ENG 206          Shakespeare: Late Plays, 1603 – 1613

4. Completion of five additional English and Comparative Literature courses at the 200- or 300-level; at least three of these five must be at the 300-level.
5. Additional requirements and things to note:
  - a. A grade of “C-” or higher is required in all courses contributing to the major.
  - b. ENG 210 must be taken by the end of the sophomore year and is a prerequisite for all 300-level courses in the major and minor.
  - c. The following courses are pre-approved for upper-level elective credit in the major and the minor in English and Comparative Literature:
    - HON 401 Honors Thesis
    - 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.
2. ENG 210 is a prerequisite for all 300-level courses in the major and minor.
3. A grade of “C-” or higher is required in all courses contributing to the minor.

**Minor in English (ADP)**

The requirements are identical to those for the Minor in English and Comparative Literature (TU) (see above).

**9.16. Environmental Studies**

Programs offered:

Minor in Environmental Studies (TU)

Healthy people and societies require healthy environments. Yet, the population growth, economic growth, and urbanization found within many modern societies often leads to environmental degradation, such as reduced water quality and biodiversity. The underlying, causal mechanisms are often complex and require multidisciplinary and scientific training to understand and manage. This program provides that training—including careful consideration of several case studies from, and locations in, the growing Atlanta metropolitan region—so that we might make our societies more sustainable. Students completing the minor will be well prepared for careers in the environmental nonprofit sector, environmental law, natural resource management, public policy, environmental consulting, and the like.

**Minor in Environmental Studies (TU):**

1. Completion of all of the following courses:

BIO 320	Urban Ecology
ENV 101	Introduction to Environmental Studies
ENV 401	Seminar in Environmental Studies

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ENV 495 Internship in Environmental Studies (3-4 hours)

2. Completion of one or more of the following courses worth a total of 4 or more hours:

BIO 111	Biostatistics
BIO 280	Conservation Biology in Hawaii
BIO 380	Conservation Biology
BIO 423	Ecology
ECO 325	Environmental Economics
ENV 290	Special Topics in Environmental Studies
PBH 201	Public Health Perspectives
PBH 301	Public Health Workshop
POL 231	Asian Politics
ULP 303	The New American City

3. Additional requirements and things to note:

- a. To declare a minor in Environmental Studies, students must submit an application to the director of the environmental studies program. The application is due by close of business on the last Wednesday before the student is first able to register for his/her second sophomore semester.
- b. A grade of "C-" or higher is required in all courses contributing to the minor.

### 9.17. Film and Media Studies<sup>16</sup>

Programs offered:

- B.A. in Film and Media Studies (TU)
- Minor in Film and Media Studies (TU)

Film and Media Studies is an interdisciplinary program that is dedicated to the study of film, television, and new media. This program combines history, theory, and practice in order to provide students with the most effective foundation for entry into the field. The Film and Media Studies major encourages students to think critically about the media texts they consume while simultaneously recognizing the ideological structures that attempt to shape their experiences of these texts. The program provides a broad historical perspective on some of the aesthetic, cultural, economic, political, ideological, and technological trends impacting the media industries from their origins in the late 19th century through the present. Media plays a significant role in the social construction of identity (race, ethnicity, class, gender, sexual orientation, nationality, etc.) and the creation of culture at large, so one goal of the program is to enable students to develop the theoretical tools and critical perspective to interrogate the media that saturates our lives. Furthermore, learning about the history and theory of the media will better prepare students to create content of their own. Through hands-on learning experiences, this program will familiarize students with the basic tools, language, resources, and techniques associated with multimedia production. Students will develop basic skills in production techniques including cinematography, lighting, and audio recording, and postproduction techniques including digital audio

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<sup>16</sup> The Bachelor of Arts degree's new major of **Film and Media Studies** is pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). While we engage with our accreditor on this substantive change to our curriculum, the proposed program's new courses will be taught, starting Fall 2019. However, no student can declare or graduate with this new major until Oglethorpe receives final approval from our accreditor. See [Sec. 2.5](#) and [Sec. 3.2](#).



and video editing, graphics, and special effects. The Film and Media Studies program is designed in such a way as to ensure that students are equipped with both the technical skills and the knowledge necessary to pursue careers in the media industries, as well as a solid theoretical foundation on which to build in the event that they decide to continue their educational journey and move on to graduate-level coursework.

**B.A. in Film and Media Studies (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

- 1.) Completion of these five required introductory courses:
  - FMS/COM 125 History of the Motion Pictures
  - FMS 135 Aesthetics and Analysis
  - FMS 150 Introduction to Multimedia Production
  - FMS/ART 275 Experimental Video for Artists
  - COM 250 Digital Storytelling
  
- 2.) Completion of any three of the following courses (with at least one course at the 300- or 400-level):
  - COM 120 Introduction to Media Studies
  - COM 380 Feminist Media Studies
  - COM 420 Media, Culture, and Society
  - COM 430 Race and Representation in the Media
  - COM 470 Globalization and the Media
  - ENG 340 Television and Reading: Critical Literacy and American Narratives
  - FMS 445 Film Theory and Criticism
  - FMS/COM 325 Television Analysis
  - FMS/COM 425 Critical History of Radio, TV, and New Media
  - FMS/COM 435 Media Industries
  - FMS 290 Special Topics in Film and Media Studies
  - FMS 490 Advanced Special Topics in Film and Media Studies
  - FRE 404 Great French Actresses and Their Film Roles
  
- 3.) Completion of any three of the following courses:
  - ART 105 Video Production
  - ART 205 Documentary Filmmaking
  - FMS 200 Independent Study in Film and Media Studies
  - FMS 305 Sound Design
  - FMS 315 Lighting Design
  - FMS 335 Directing for the Camera
  - FMS 400 Advanced Independent Study in Film and Media Studies
  - FMS 405 Advanced Digital Cinematography
  - FMS 495 Internship in Film and Media Studies
  
- 4.) Additional requirements and things to note:
  - a.) A grade of "C-" or better is required in all courses contributing to the major.
  - b.) At least one of the elective courses in area two must be taken at the 300 or 400 level.
  - c.) One course contributing to the major can also be counted toward a minor or a second major in another discipline.

### **Minor in Film and Media Studies (TU)**

- 1.) Completion of these two required introductory courses:
  - FMS/COM 125 History of the Motion Pictures
  - FMS 150 Introduction to Multimedia Production
  
- 2.) Completion of any three elective courses from the following:
  - ART 105 Video Production
  - ART 205 Documentary Filmmaking
  - COM 120 Introduction to Media Studies
  - COM 250 Digital Storytelling
  - COM 380 Feminist Media Studies
  - COM 420 Media, Culture, and Society
  - COM 430 Race and Representation in the Media
  - COM 470 Globalization and the Media
  - ENG 340 Television and Reading: Critical Literacy and American Narratives
  - FMS 135 Aesthetics and Analysis
  - FMS 200 Independent Study in Film and Media Studies
  - FMS/ART 275 Experimental Video for Artists
  - FMS 290 Special Topics in Film and Media Studies
  - FMS 305 Sound Design
  - FMS 315 Lighting Design
  - FMS/COM 325 Television Analysis
  - FMS 335 Directing for the Camera
  - FMS 400 Advanced Independent Study in Film and Media Studies
  - FMS 405 Advanced Digital Cinematography
  - FMS/COM 425 Critical History of Radio, TV, and New Media
  - FMS/COM 435 Media Industries
  - FMS 445 Film Theory and Criticism
  - FMS 490 Advanced Special Topics in Film and Media Studies
  - FMS 495 Internship in Film and Media Studies
  - FRE 404 Great French Actresses and Their Film Roles
  
- 3.) Additional requirements and things to note:
  - a.) A grade of "C-" or better is required in all courses contributing to the minor.
  - b.) One course contributing to the minor can also be counted toward a major or a second minor in another discipline.

### **9.18. French**

Programs offered:

B.A. in French (TU)

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

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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. 6.4.4.](#) 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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses (including required satisfaction of all prerequisites for FRE 201) unless exempted via the language placement test; see [Sec. 6.4.4.](#):

FRE 201	Intermediate French I
FRE 202	Intermediate French II
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.

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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 FRE 201, FRE 202 and FRE 301. A grade of “C+” or better is also required in all courses serving as prerequisites for FRE 201 (meaning FRE 101 and FRE 102) unless the student is exempted from any such course(s) via the language placement test.
  - b. The study abroad experience normally should occur after the completion of FRE 302 and prior to attempting the three additional upper level French courses mentioned in item 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.

## **9.19. History**

Programs offered:

- B.A. in History (TU)
- B.A.L.S. in History (ADP)
- Minor in History (TU)
- Minor in History (ADP)

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.

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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 (see [Sec. 8.5.1](#) for a complete list of B.A. graduation requirements)**

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. 13](#); 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 (see [Sec. 8.5.2](#) for a complete list of B.A.L.S. graduation requirements)**

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 (ADP)**

The requirements are identical to those for the Minor in History (TU) (see above).

## **9.20. Honors**

Programs offered:

Honors in *[Name of Discipline]* (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 work closely with peers and faculty from various disciplines, 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 locate, evaluate and 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 develop and answer academic research questions.
- Demonstrate competency in discipline-specific writing through a scholarly academic research project or creative work.

Students are encouraged to learn about the features and requirements of the Honors-level work by taking courses for an “H” designation prior to applying to the Honors program.

The “H” Designation is a means by which a student may apply to take Core courses and major courses at an Honors level. A student may apply to take a course for “H” credit if the student and faculty member teaching the course agree on work to be completed to change a “regular” course into an “Honors” course, and if the course is approved during the pre-registration period by both the Honors Committee and the professor of the course. Generally, additional work required for “H” credit will allow a student to demonstrate a reasonably high degree of achievement in independent research, creative and/or analytical/critical thinking, or successful integration of theory into practice. One or any combination of these elements, successfully demonstrated in work not required of the regular class members, will qualify as a means to “honorize” course content. Submit the electronic “Honors Credit Conversion Form” provided for this purpose on the Honors Program website.

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A course may not be converted to an “H” designation after the third week of the semester. An Honors conversion does not count toward the grade for the course, but a student must earn at least a “B” in the regular course to have the Honors designation put on their transcript. For more information and application guidelines, see <http://oglethorpe.edu/academics/honors-program/>.

Interested students should apply for admission to the program either:

- By the end of the student’s sophomore year for admittance to HON 301 in the fall of the student’s junior year, or
- By the end of the fall semester of the student’s junior year for admittance to HON 301 the following spring.

Applications should be submitted to the director of the Honors program for review by the Honors Committee.

Students accepted into the Honors program may apply 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. ADP 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 required to submit their thesis to the Oglethorpe Journal of Undergraduate Research, and to submit a hard copy of the final, approved version of their thesis to the OU Library archives. Students are also required to present their thesis research/project at the annual Liberal Arts and Sciences Symposium (LASS). 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] (TU)**

1. Optional completion of one or more “H”-designated courses, which may be taken at any time in the student’s career.
2. Completion of all of the following courses:

HON 301	Honors Research Methods (may be taken twice)
HON 401	Honors Thesis
HON 402	Honors Thesis Revision
3. Additional requirements and things to note:
  - a. Students must apply and be accepted into the Honors program before enrolling in HON 301.
  - b. Students wishing to apply directly to HON 401 must petition the Honors Committee to waive the HON 301 requirement, and applications must include a formal prospectus that has been approved by the student’s intended thesis director and two faculty readers.
  - c. To enroll in HON 301, 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 in the academic discipline in which the honors research is anchored.

- d. It is recommended that HON 301 be taken the fall semester of the student's junior year, but a prospectus must be finished and submitted to the Honors director by the end of 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. 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 their thesis project by the beginning of the semester during which they enroll in HON 301. 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 401 is to be taken the fall semester of the student's senior year. A complete first draft of the thesis must be submitted to the student's reading committee by the end of this semester.
- g. 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 four weeks prior to the end of classes, and 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 Liberal Arts and Sciences Symposium (LASS).
- h. The faculty supervisor, in consultation with the reading committee and the Honors 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.
- i. Students are required to submit their completed thesis to the Oglethorpe Journal for Undergraduate Research in a timely fashion, after inclusion of suggested changes from the reading committee following the successful defense of the thesis. Students are also required to submit a hard copy of the final, approved version of their thesis to the OU Library.

## 9.21. Human Resource Management

Programs offered through the Hammack School of Business ([Sec. 4.1.3](#)):

- B.A. in Human Resource Management (TU)
- Minor in Human Resource Management (TU)

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 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 Human Resource Management (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses:

ACC 230	Financial Accounting
ACC 231	Managerial Accounting
BUS 260	Principles of Management
BUS 275	Business Analytics
BUS 362	Human Resources Management
BUS 382	Management-Labor Relations
ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
PSY 101	Introduction to Psychology
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 320	Psychological Statistics and Research Methods I
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 in the Hammack School of Business.

**Minor in Human Resource Management (TU)**

1. Completion of all of the following courses:

BUS 260	Principles of Management
BUS 362	Human Resource Management
BUS 382	Management-Labor Relations
PSY 101	Introduction to Psychology
PSY 202	Organizational Psychology

2. 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 taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration in the Hammack School of Business.

## 9.22. Individually Planned (IP) Majors and Minors

Programs offered:

- B.A. in [*Title of IP Major*] (TU)
- B.A.L.S. in [*Title of IP Major*] (ADP)
- 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 HUB and also online at <http://oglethorpe.edu/academics/individually-planned-major/>. 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 HUB. The registrar will notify the student and the student’s advisor of the acceptance of the proposal.

### **B.A. in [*Title of IP Major*] (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of at least 36 semester hours beyond TU Core requirements (see [Sec. 7.1.1.](#)). 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. Course work 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] (see [Sec. 8.5.2.](#) for a complete list of B.A.L.S. graduation requirements)**

The requirements are identical to those for the B.A. Independently Planned Major (see above), except that 36 semester hours beyond the ADP general education requirements (see [Sec. 7.2.](#)) are required.

**Minor in [Title of IP Minor] (TU)**

1. Completion of at least 20 semester hours beyond TU Core requirements (see [Sec. 7.1.1.](#)). 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 minor'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. Course work that is included in the IP minor may not be counted toward a second major or a minor.

**9.23. International Business**

Programs offered through the Hammack School of Business ([Sec. 4.1.3.](#)):

Minor in International Business (TU)

This minor is designed for non-Business Administration majors who wish to have an understanding of the conduct of business abroad. The successful pursuit of one's career interests will likely involve the acquisition of capital, the deployment of resources, and the direction of people. Accomplishing this in an international setting requires a clear appreciation for the mechanisms and institutions of global commercial life. This course provides an understanding of the infrastructure of a for-profit business and a familiarity with both governmental and non-governmental international institutions.

**Minor in International Business (TU)**

1. Completion of one of the following courses:

ECO 120	Principles of Microeconomics
ECO 122	Principles of Macroeconomics
2. Completion of all the following courses:

BUS 260	Principles of Management
BUS 370	International Business
ECO 320	Economic Development
ECO 323	International Economics
3. Additional requirements and things to note:
  - e. A grade of "C-" or better is required in all courses contributing to the minor.
  - f. 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 in the Hammack School of Business.

## 9.24. International Studies

Programs offered:

B.A. in International Studies (TU)

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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all of the following courses:
  - ECO 323 International Economics
  - POL 111 International Relations
2. Completion of seven of the following courses, worth at least 28 semester hours. No fewer than three of the seven courses must be at the 300- or 400-level. Courses designated with an asterisk (\*) may or may not satisfy this requirement, depending on the particular topic of the course. See item 5.c. (below) for further clarification on this point:

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 270	History of Diplomacy
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 495	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

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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 403      Political Issues in Latin-American Literature and Film

3. Satisfactory completion of an approved study abroad experience; please see [Sec. 10.7.](#) for information concerning the center for global education. The study abroad experience must be for at least one regular (either fall or spring) semester; during the time abroad the student must attempt a minimum of 12 semester hours. No more than two of the courses taken during the study abroad experience may be used in the satisfaction of item 2 (above). If a full regular (fall or spring) semester abroad is not feasible, students may receive pre-approval from the program coordinator of International Studies and the director of the center for global education for an alternative way of satisfying this requirement. The program developed in this case must foster development of the student's language proficiency, knowledge of international affairs and/or understanding a foreign culture or cultures. Foreign students may count their residence at Oglethorpe as their study-abroad experience.
4. Language requirement:
  - a. Students of European languages must complete all language courses through the Intermediate level (meaning through the 200-level) if they are not exempted from them through placement examinations. Students of European languages must also complete at least one course at the 300-level in which the foreign language is used extensively in conversation and written assignments. Advisor pre-approval is required for the 300-level course which is chosen.
  - b. Students of non-European languages must complete all language courses through the Intermediate level (meaning through the 200-level) if they are not exempted from them through placement examinations. Students of non-European languages should consult with the program coordinator of International Studies for further ways such students can improve their language proficiency.
5. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the major.
  - b. Students are cautioned that they are responsible for satisfying all prerequisites which may be associated with the courses used to satisfy major requirements.
  - c. Special topics and independent study courses (identified with an asterisk, \*, in the list given in item 2, above) 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. In all cases, departmental pre-approval is required in order for such courses to count toward the major.
  - d. 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.

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- e. International Studies majors are required to aid academic assessment of the major by writing at least one substantial research paper during the senior year and then submitting this paper for review to the program coordinator for International Studies.

## 9.25. 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

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- |         |                          |
|---------|--------------------------|
| 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 director of the Oglethorpe University center for global education. 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 information about the center for global education in [Sec. 10.7](#).
    - 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.

## 9.26. 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 403	Political Issues in Latin-American Literature and Film
SPN 405	20th and 21st Centuries Latin-American Literature
SPN 406	French and Spanish Crossroads in the Caribbean and Africa (Caribbean rotation only)
SPN 407	Central American Literature and Film
SPN 408	Southern Cone Literature and Film
SPN 409	Literature of the Conquest and Colonization in Spanish America
SPN 411	North American Hispanic Readings and Film
SPN 490	Advanced Special Topics in Hispanic Languages, Literatures and Cultures (only courses that apply to Latin America are applicable)
SPN 495	Internship in Spanish (may count, depending on the nature of the internship. Pre-approval of program coordinator of the Latin American Studies minor program required.
2. Completion of SPN 470 Latin American Studies Capstone and Portfolio after completion of all other requirements detailed in item 1 (above).
3. 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.

### **9.27. Mathematics**

Programs offered:

- B.S. in Mathematics (TU)
- Minor in Mathematics (TU)

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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 100-level 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. 6.4.1](#) 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 (see [Sec. 8.5.4](#) for a complete list of B.S. graduation requirements)**

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 496	Senior Seminar in Mathematics
2. Completion of one of the following courses:

MAT 371	Mathematical Statistics
MAT 490	Advanced Special Topics in Mathematics
3. 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.

### **9.28. Music**

Programs offered:

Minor in Music (TU)

The minor in Music seeks to prepare students for a mastery of the initial and most essential fundamentals of the discipline of Music within a liberal arts context. It seeks to establish a foundation for life-long development and application of the primary components of music. It lays a foundation for students to continue their musical pursuits beyond college. Students interested in earning a degree in music as a major course of study can pursue an IPM in Music, which combines music with a secondary area of study. The minor provides the opportunity to pursue other academic majors to prepare for such music-connected careers as church musician, private music instructor, music librarian, music journalism, music business (with either business or communications,) musical theatre, music therapy, and song writing/lyrics (with English and comparative literature and/or creative writing), etc. The minor in Music may also generate sufficient preparation for one to pursue graduate studies in music or to function as a professional or community-based musician.

Students in the Music minor program seek:

1. To acquire or build on an understanding and interpretation of music notation to prepare music for performance.
2. To acquire an understanding and appreciation for the role music plays in the development of world cultures through focused research to place music into meaningful philosophical and historical contexts; to learn about and appreciate music as a fundamental component of "a life fully lived."
3. To acquire an ability to analyze a diverse range of musical compositions and styles to support the academic and performance aspects of music study.
4. To develop the skills required for successful participation in a musical ensemble.

### **Minor in Music (TU)**

1. Completion of all the following courses:

MUS 331	Music Theory I
MUS 332	Music Theory II
MUS 333	Music History I
MUS 334	Music History II
2. Completion of all the following applied studies courses:
  - a. A total of 4 semester hours of MUS 136 Applied Instruction in Music.
  - b. A total of 4 semester hours (to be completed in consecutive semesters unless an exception is approved by the director of music or the provost) of either MUS 134 University Singers, MUS 144 Oglethorpe Concert Winds, MUS 154 Jazz Ensemble, or MUS 164 OU Chorale.

### **9.29. Nonprofit Management**

Programs offered through the Hammack School of Business ([Sec. 4.1.3](#)):

#### 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.

In addition to the required course work and volunteer hours, students will have the unique opportunity to fully manage LAB Bridge, a nonprofit with a mission to bridge the liberal arts with business.

### **Minor in Nonprofit Management (TU)**

1. Completion of all of the following courses:

NPM 220	The Nonprofit Sector
NPM 265	Nonprofit Communications
NPM 290	Special Topics in Nonprofit Management: Nonprofit Accounting
NPM 469	Seminar in Nonprofit Management
2. Completion of one of the following courses:

BUS 240	Business Law I
BUS 290	Special Topics in Business Administration: Social Enterprise
ECO 320	Economic Development
NPM 290	Special Topics in Nonprofit Management: Museum Studies
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 in the Hammack School of Business for pre-approval.

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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 taken in completion of the minor can be used towards any other major or minor offered within the division of economics and business administration in the Hammack School of Business.

### 9.30. Philosophy

Programs offered:

B.A. in Philosophy (TU)

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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of one course in Symbolic Logic from among the following:

PHI 201          Formal Logic

MAT 241          Proof and Logic

Other courses may apply. Departmental pre-approval is required.

2. Completion of one course in Ethics from among the following:

PHI 102          Ethical Theory

Other courses may apply. Departmental pre-approval is required.

3. Completion of two courses in History of Philosophy, one focused on Ancient Philosophy and the other on Modern Philosophy, chosen from the following:
  - PHI 204 Plato
  - PHI 205 Aristotle
  - PHI 206 Modern Philosophy
  - POL 341 Political Philosophy I: Ancient and Medieval
  - POL 342 Political Philosophy II: Modern
 Other courses may apply. Departmental pre-approval is required.
4. Completion of two courses concerned with Language, Epistemology, Metaphysics and Mind, chosen from the following:
  - PHI 302 Epistemology
  - PHI 304 Philosophy of Mind
  - PHI 306 Metaphysics
  - PHI 406 Philosophy of Language
 Other courses may apply. Departmental pre-approval is required.
5. Completion of ENG 210 Introduction to Literary and Cultural Studies (which is concerned with research methods for the humanities). It is highly recommended that this course be completed during the sophomore year.
6. Completion of two courses to provide depth by examining a major figure or movement, chosen from among the following. At least one of these courses must be a figure or movement critical of the classical paradigm (indicated by \* in the following list):
  - \*PHI 305 Nietzsche
  - \*PHI 307 Existentialism
  - PHI 490 Advanced Special Topics in Philosophy: Philosophers
 Other courses may apply. Departmental pre-approval is required.
7. Completion of two elective Philosophy classes. One of these may be a cognate course in another discipline. Each such cognate course from another discipline requires departmental pre-approval. However, the following list of cognate courses has been pre-approved:
  - CRS 101 Theories of Communication and Rhetoric
  - CRS 280 Gender, Culture and Communication
  - CRS 480 Rhetoric of Human Rights
  - ENG 101 Ancient Literature
  - ENG 103 18th and 19th Century Literature
  - ENG 340 Advanced Topics in Literary and Cultural Studies
  - HIS 201 Ancient Greece
  - HIS 202 Roman History
  - POL 201 Constitutional Law
  - POL 211 War
  - POL 441 Seminar in Political Philosophy
  - PSY 101 Introduction to Psychology
  - PSY 204 Social Psychology
  - PSY 307 Cognitive Psychology
8. Completion of PHI 405 20th Century Analytic Philosophy.
9. Additional requirements and things to note:

- a. A grade of "C-" or better is required in all courses contributing to the major.
- b. No course can satisfy more than one of the requirements listed above.

### **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
POL 341	Political Philosophy I: Ancient and Medieval
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.

### **9.31. Physics**

Programs offered:

- B.A. in Physics and Liberal Studies (TU)
- B.S. in Physics-Astrophysics Track (TU)
- B.S. in Physics-Computational Physics Track (TU)
- B.S. in Physics-Engineering Track (TU)
- B.S. in Physics-General Physics Track (TU)
- Minor in Physics (TU)

Oglethorpe offers undergraduate Physics programs for a variety of interests and goals. The B.S. degree in Physics (which requires that every student concurrently follows a track through one of four areas: Astrophysics, Computational Physics, Engineering or General Physics) provides preparation for employment or further study in physics and related fields. The B.A. degree in Physics and Liberal Studies is suitable for students who wish to obtain a broad liberal education with a concentration in physical science. This program will prepare students to apply their knowledge of the physical sciences to non-technical careers in fields like business and entrepreneurship, museum curatorship, and K-12 education.

While Oglethorpe does not offer a degree in Engineering, there are at least three pathways for Oglethorpe physical science students to achieve an engineering degree while also obtaining a valuable liberal education.

1. Graduate from Oglethorpe with a regular baccalaureate degree (often, although not necessarily, a B.S. in Physics) and then enter a graduate program leading to an advanced degree in the engineering field of interest. There are many engineering graduate schools which provide for this option.
2. Take appropriate science and math classes (as well as the Core and various electives, such as humanities, arts, etc.) at Oglethorpe for 2-3 years, and then simply transfer to an engineering school for

the final two years of baccalaureate study. Ultimately, such students receive a degree from the engineering school to which they transfer; such students are not eligible for an Oglethorpe degree.

3. The remaining option is for a student to pursue the Engineering Track leading to the B.S. in Physics. This program enables students to obtain two bachelor's degrees, the aforementioned B.S. from Oglethorpe and a specialized engineering baccalaureate degree from one of our partner engineering schools (currently limited exclusively to Georgia Institute of Technology, Auburn University and Kennesaw State University) in a highly structured program. The programs require a student to complete semester hours equal to three-quarters of a regular Oglethorpe baccalaureate degree in residence and the remaining technical requirements of the engineering program at one of these engineering schools. The dual-degree program provides students an opportunity to find success in a difficult field, by starting at Oglethorpe where the faculty's primary concern is effective teaching and working closely with students. Small class sizes and access to sophisticated equipment at Oglethorpe give students a strong foundation to find success in advanced engineering courses at the partner engineering institutions. Once the student graduates from the engineering partner, he/she sends her final transcript back to Oglethorpe, which will then confer the B.S. degree in Physics.

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 various physics programs. 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, and preferably early in the summer preceding that first semester. 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. 6.4.1.](#) and [Sec. 6.4.2.](#) 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 pursuing the Engineering Track who require additional math preparation may find it very difficult to complete the required Oglethorpe coursework in three years.

Students interested in pursuing careers in scientific illustration with a physical science emphasis should seek specialized advising. Please consult the Studio Art program coordinator.

**B.S. in Physics (all Tracks except Engineering) (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

1. Regardless of whether a student is working toward the Astrophysics Track, the Computational Physics Track, or the General Physics Track, completion of all the following courses:

CSC 201	Introduction to Computer Programming
MAT 131	Calculus I
MAT 132	Calculus II
MAT 233	Calculus III
PHY 201	College Physics I (and laboratory, PHY 101L)

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PHY 202	College Physics II (and laboratory, PHY 102L)
PHY 203	Modern Physics (and laboratory, PHY 203L)
PHY 331	Electricity and Magnetism I
PHY 333	Thermal and Statistical Physics
PHY 334	Quantum Mechanics.

2. Regardless of whether a student is working toward the Astrophysics Track, the Computational Physics Track, or the General Physics Track, completion of all the courses listed in one of the three options below:

Option 1:

PHY 204 Mathematical Physics

Option 2 (highly recommended for those wishing to pursue graduate studies in physics):

MAT 236 Differential Equations

MAT 241 Proof and Logic

MAT 372 Linear Algebra

Option 3:

MAT 236 Differential Equations

MAT 238 Linear Algebra for Engineering and Economics

3. For students pursuing a B.S. in Physics-Astrophysics Track only:
- Completion of PHY 100 Introduction to Descriptive Astronomy
  - Completion of PHY 420 Advanced Physics Lab
  - Completion of one additional course chosen from the following:
    - PHY 335 Modern Optics (and laboratory, PHY 335L)
    - PHY 490 Advanced Special Topics in Theoretical Physics
    - PHY 491 Advanced Special Topics in Experimental Physics
4. For students pursuing a B.S. in Physics-Computational Physics Track only, completion of all of the following courses:

CSC 202 Data Structures

PHY 206 Computational Physics

PHY 211 Classical Mechanics I (and laboratory, PHY 211L).

5. For students pursuing the B.S. in Physics-General Physics Track only, completion of all of the following courses:

PHY 211 Classical Mechanics I (and laboratory, PHY 211L)

PHY 420 Advanced Physics Lab

One additional Physics course indexed higher than PHY 211.

6. Additional requirements and things to note:

- A grade of "C-" or better is required for each of the following courses (and for each of their associated lab courses): PHY 201, PHY 202, and PHY 203.



- b. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.
- c. PHY 490 and PHY 491 may each be taken more than once providing that different topics are covered each time.
- d. Students pursuing the Astrophysics Track should enroll in PHY 490 and/or PHY 491 courses with an astronomy or cosmology focus. Prior consultation with Physics faculty is required in order to guarantee that a particular topic covered in PHY 490 and/or PHY 491 is appropriate and will satisfy the requirements for the Astrophysics Track.
- e. Evaluation by, and consultation with, Physics faculty (and especially the Physics program coordinator) is generally required in order to permit transfer or transient work to count for any of the courses required for the major.

**B.S. in Physics–Engineering Track (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

1. Completion of all 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
MAT 236	Differential Equations
PHY 201	College Physics I (and laboratory, PHY 101L)
PHY 202	College Physics II (and laboratory, PHY 102L)

2. Completion of all the courses listed in one of the following two options:

Option 1:

MAT 241	Proof and Logic
MAT 372	Linear Algebra

Option 2 (highly recommended for those wishing to pursue the Engineering Track):

MAT 238	Linear Algebra for Engineering and Economics
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3. Completion of other courses as necessary, based on the desired engineering partner school's particular requirements and also based upon the student's desired area of engineering expertise. Close cooperation is required between every student, the Engineering program coordinator and the student's academic advisor.
4. Satisfactory completion of the entire TU General Education program (see [Sec. 7.1.](#)) and a minimum of 96 earned semester hours at Oglethorpe are needed before students can transition to an engineering partner institution. Other requirements may apply. Students must confer regularly with the Engineering program coordinator and their academic advisor.
5. Additional requirements and things to note:
  - a. It is strongly recommended, but not required, that Engineering students complete CSC 201 Introduction to Computer Programming.
  - b. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.
  - c. Evaluation by, and consultation with, Physics faculty (and especially the Engineering program coordinator) is generally required in order to permit transfer work to count for any of the courses required for the major.

- d. Engineering students will not receive any Oglethorpe University financial aid once such students transfer to the appropriate engineering partner school.
- e. Students are cautioned that in order to receive the B.S. in Physics-Engineering Track the student must satisfactorily complete all work specified above at Oglethorpe, then apply to, and be accepted at, one of the engineering partner schools (limited to Georgia Institute of Technology, Auburn University and Kennesaw State University), and then successfully achieve degree conferral at the engineering partner school in an appropriate engineering field. Only after the engineering partner awards the student an engineering degree will Oglethorpe, in turn, award the B.S. in Physics–Engineering Track degree. Students who have no intention or likely ability to successfully transfer to an engineering partner school should not pursue this major. Instead, such students should select one of the other majors available at Oglethorpe.

**B.A. in Physics and Liberal Studies (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of all the following courses:
 

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)
PHY 203	Modern Physics (and laboratory, PHY 203L)
2. Completion of three additional Physics courses indexed higher than PHY 204
3. Completion of all the courses listed in one of the following three options:
  - Option 1 (highly recommended for B.A. Physics students):

PHY 204	Mathematical Physics
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  - Option 2:

MAT 236	Differential Equations
MAT 241	Proof and Logic
MAT 372	Linear Algebra
  - Option 3:

MAT 236	Differential Equations
MAT 238	Linear Algebra for Engineering and Economics
4. Completion of four 4- or 5-hour courses (all above the introductory level) in a secondary discipline. Students should work with their academic advisor and the Physics program coordinator to select both the discipline and the particular courses.
5. Additional requirements and things to note:
  - a. A grade of “C-” or better is required for each of the following courses (and for each of their associated lab courses): PHY 201, PHY 202, and PHY 203.
  - b. A cumulative grade-point average of 2.0 or higher is required for all courses contributing to the major.
  - c. PHY 490 and PHY 491 may each be taken more than once providing that different topics are covered each time.

- d. Evaluation by, and consultation with, Physics faculty (and especially the Physics program coordinator) is generally required in order to permit transfer work to count for any of the courses required for the major.
- e. The B.A. degree requires completion of one semester of a foreign language at the 102 level or higher. See [Sec. 8.5.1.](#) for a complete list of graduation requirements for the B.A. degree.

### **Minor in Physics (TU)**

1. Completion of all the following courses:

PHY 201	College Physics I (and laboratory, PHY 101L)
PHY 202	College Physics II (and laboratory, PHY 102L)
PHY 203	Modern Physics (and laboratory, PHY 203L)
2. Completion of two additional four credit hour Physics courses (with the corresponding labs if appropriate), excluding PHY 101, PHY 102, and PHY 204.

## **9.32. Politics**

Programs offered:

- B.A. in Politics (TU)
- Minor in Politics (TU)
- Minor in Politics (ADP)

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

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the politics and culture of another country for periods ranging from a week to a semester or a year. Please see information about the center for global education ([Sec. 10.7.](#)).

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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

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 (ADP)**

The requirements are identical to those for the Minor in Politics (TU) (see above).

**9.33. Psychology<sup>17</sup>**

Programs offered:

- B.S. in Psychology (TU)
- Minor in Psychology (TU)
- Minor in Psychology (ADP)

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:

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<sup>17</sup> Oglethorpe closed its evening/ADP major in Psychology in March 2019; thus, students may no longer major in Psychology in the evening. But, the evening minor in Psychology continues as well as evening Psychology courses for general education/distribution requirements. This closure and its accompanying "Teach Out Plan" were approved in July 2019 by our accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). See [Sec. 2.5.](#) and [Sec. 3.2.](#)

- 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 Psychology program 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, Marcus Autism Center, Partnership Against Domestic Violence, Zoo Atlanta, Yerkes Regional Primate Research Center and the Georgia Psychological Association.

**B.S. in Psychology (see [Sec. 8.5.4.](#) for a complete list of B.S. graduation requirements)**

1. Completion of all of the following foundation courses:
 

PSY 101	Introduction to Psychology
PSY 209	Behavioral Neuroscience
PSY 320	Psychological Statistics and Research Methods I
PSY 321	Psychological Statistics and Research Methods II
PSY 322	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 290	Special Topics in Psychology (depending on topic; requires departmental pre-approval)
PSY 303	Psychological Testing
PSY 490	Advanced Special Topics in Psychology (depending on topic; requires departmental pre-approval)
3. Completion of one of the following cognitive/developmental Psychology courses:
 

PSY 201	Developmental Psychology
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- PSY 290 Special Topics in Psychology (depending on topic; requires departmental pre-approval)
  - PSY 307 Cognitive Psychology
  - PSY 490 Advanced Special Topics in Psychology (depending on topic; requires departmental pre-approval)
4. Completion of one of the following Biopsychology courses:
    - PSY 290 Special Topics in Psychology (depending on topic; requires departmental pre-approval)
    - PSY 308 Sensation and Perception
    - PSY 310 Drugs, Brain and Behavior
    - PSY 490 Advanced Special Topics in Psychology (depending on topic; requires departmental pre-approval)
  5. Completion of one of the following social Psychology courses:
    - PSY 202 Organizational Psychology
    - PSY 204 Social Psychology
    - PSY 290 Special Topics in Psychology (depending on topic; requires departmental pre-approval)
    - PSY 490 Advanced Special Topics in Psychology (depending on topic; requires departmental pre-approval)
  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 495 Internship in Psychology
  7. Completion of at least one semester of a foreign language, at the second-semester elementary (meaning the 102) level or higher.
  8. 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. 6.8.6.](#)).
    - b. Transfer courses may satisfy major requirements if shown on an official transcript and approved by Psychology faculty.

### **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 495 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. 6.8.6.](#)).
- b. Transfer courses may satisfy minor requirements if shown on an official transcript and approved by Psychology faculty.

### **Minor in Psychology (ADP)**

The requirements are identical to those for the Minor in Psychology (TU) (see above).

## **9.34. Public Health**

Programs offered:

Concentration in Public Health (TU)

In many societies, health is considered a basic human right but, as a global community, we have yet to figure out how to guarantee health for all people. The solution to this problem is confounded by issues including social disparity, financial inequality, political instability, bureaucratic impediments, sustainable technology, and funding for research and project implementation. A cooperative and interdisciplinary approach is the norm in addressing issues of public health in the professional world. Oglethorpe’s Public Health concentration introduces students to the professional landscape associated with global public health and samples from a potential career trajectory that aligns with the interdisciplinary fluency, the collaborative sensibility and the foundational skill sets developed by students attending a liberal arts college. Upon completion of this program students will:

- Practice integrated and applied learning about communication, human cultures, science and technology through synthesis of generalized and specialized studies relevant to public health.
- Learn ways in which public health concepts can be applied for the benefit of oneself and society through interactions with current practitioners of public health and via active, hands-on involvement with real-world challenges.
- Explore and prepare for a potential career path in public health that is well-supported by a liberal arts education.

### **Concentration in Public Health (TU)**

1. Completion of one 4 or 5 credit hour elective from each of the following categories: Communication, STEM, Human Culture. A list of the eligible courses in each of the three Public Health elective categories appears at <http://publichealth.oglethorpe.edu/courses/elective-categories/>. Students should note that this list is subject to change on an annual basis as courses are added and removed from the *Bulletin*.
2. Completion of all the following courses:
 

PBH 201	Perspectives in Public Health
PBH 301	Public Health Workshop
PBH 302	Public Health in Practice
3. Additional requirements and things to note:

- a. The Public Health concentration is designed to complement students' foundational work in their majors and thus the course work is intended to be most relevant for veteran students who have committed to a course of study in our traditional academic curriculum. Students may start accruing Public Health electives at any time during their tenure at Oglethorpe, but their official entry into the program must be formalized via application to the Public Health program coordinator. Applications will only be accepted from students having sophomore year standing or above. Application deadlines will be announced several weeks in advance of registration week in both the fall and the spring semesters. Exceptions to the application deadline can be made under extenuating circumstances (*e.g.*, transfer and international student complexities) in consultation with the program coordinator and the registrar.
- b. Occasional special topics or advanced special topics offerings may also satisfy an elective requirement in the Public Health concentration with the pre-approval of both the Public Health program coordinator and the Division offering of the course.
- c. Students registering for a course that serves as a relevant Public Health elective must comply with all course pre-requisites as stipulated in the *Bulletin*.
- d. Courses taken in fulfillment of a major or a minor can also be applied equally towards the Public Health concentration.
- e. A grade of C- or better is required in all courses contributing to the concentration.

**9.35. Rich Foundation Urban Leadership Program (please see [Urban Leadership Program, Rich Foundation](#))**

**9.36. 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 Literary and Cultural Studies: 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
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:
  - a. No single course may fulfill the requirement for more than one category.
  - b. In category 1 above, it is strongly recommended that the student pursue one option focused in literary study and the other in performance.
  - c. \* An occasional summer course.

### 9.37. Sociology

Programs offered:

- B.A. in Sociology (TU)
- B.A. in Sociology, Social Work Track (TU)
- Minor in Sociology (TU)

Sociology is the systematic study of social life. Sociologists, through empirical inquiry, seek to understand the development, maintenance and transformation of societies, institutions and organizations, and the ways in which social life shapes groups and individuals. The mission of the sociology program is to introduce students to the field of sociology within a liberal arts setting and to equip students with the methodological, interpretive and critical thinking skills needed to study social behavior from a sociological perspective. Sociology majors should be able, through written and oral analyses, to make arguments whose conclusions are drawn from evidence. They should be able to distinguish between informed and uninformed opinion. Each sociology student at Oglethorpe will be expected to master essential knowledge within the areas of sociological theory, research methodology, and multiple substantive areas within the field. The program seeks to prepare students for diverse careers, graduate and professional study, and responsible citizenship.

Students may also major in the Sociology, Social Work Track. This is an appropriate curriculum for students who wish to pursue a career in Social Work and related fields. This track involves a focused course of study designed to address the skills and knowledge needed for career paths within Social Work, to include preparation for pursuance of a Master's of Social Work (MSW) and/or graduate school in related fields of study.

#### **B.A. in Sociology (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. 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
SOC 420	Sociology Capstone

2. Completion of five additional four-hour Sociology electives.
3. Additional requirements and things to note:
  - a. Students can apply a maximum of 4 hours of independent study (SOC 200 or SOC 400) towards the major requirements; a four-hour independent study may take the place of one elective in the major.
  - b. Students can apply a maximum of 4 hours of internship (SOC 495) towards the major requirements; a four-hour internship may take the place of one elective in the major.
  - c. SOC 303, SOC 304, and SOC 402 cannot count towards the major's elective requirements.
  - d. A grade of "C-" or better is required in all courses contributing to the major.

**B.A. in Sociology, Social Work Track (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

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 four-hour Sociology electives.
3. Completion of SOC 402 Field Experience in Social Work (12-16 hours).
4. Additional requirements and things to note:
  - a. Students can apply a maximum of 4 hours of independent study (SOC 200 or SOC 400) towards the major requirements; a four-hour independent study may take the place of one elective in the major.
  - b. Students completing the Social Work Track cannot use SOC 495 for the requirements of this track.
  - c. A grade of "C-" or better is required in all courses contributing to the major.

**Minor in Sociology (TU)**

1. Completion of SOC 101 Introduction to Sociology.
2. Completion of four Sociology electives (totaling at least 16 semester hours).
3. Additional requirements and things to note:
  - a. A grade of "C-" or better is required in all courses contributing to the minor.

**9.38. Spanish**

Programs offered:

- B.A. in Spanish (TU)
- 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. 6.4.4](#) 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 (see [Sec. 8.5.1](#) for a complete list of B.A. graduation requirements)**

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.

### **9.39. Studio Art**

Programs offered:

- B.A. in Studio Art (TU)
- B.A. in Studio Art-Medical and Scientific Illustration Track (TU)
- B.A. in Studio Art-Filmmaking, Video and Photography Track (TU)
- 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 art or other fields such as education, art therapy, graphic design, medical illustration or filmmaking.

Students may also major in Studio Art via the Medical and Scientific Illustration Track. This is an appropriate curriculum for students who wish to pursue a career in the field of medical and scientific illustration. This track involves a rigorous course of study in studio art that is designed to address the skills and knowledge that are required for portfolio development prior to graduate school application in the field of medical and scientific illustration. Students are encouraged to use approximately 20 semester hours of elective credits on courses drawn from the fields of Biology, Chemistry, Human Physiology, Genetics and Comparative Anatomy.

### **B.A. in Studio Art (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

- 1. Completion of all of the following courses:
 

ART 101	Introduction to Drawing
ART 102	Introduction to Painting
ART 110	Ways of Seeing
ART 201	Intermediate Drawing
ART 202	Intermediate Painting
ART 302	Advanced Painting
ART 350	Modern Art History

2. Completion of one of the following courses:
 

ART 109	Introduction to Photography
ART 115	Introduction to Digital Photography
  
3. Completion of one of the following courses:
 

ART 103	Introduction to Figure Sculpture
ART 104	Introduction to Printmaking
ART 105	Video Production
ART 106	Introduction to Figure Drawing
ART 111	Anatomy for the Artist and Figure Drawing
ART 205	Documentary Filmmaking
ART 290	Special Topics in Studio Art: Directing for Film and Digital Camera
4. Completion of one additional Art History elective.

**B.A. in Studio Art-Medical and Scientific Illustration Track (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Satisfactory completion of all the following courses:
 

ART 101	Introduction to Drawing
ART 102	Introduction to Painting
ART 103	Introduction to Figure Sculpture
ART 106	Introduction to Figure Drawing
ART 110	Ways of Seeing
ART 111	Anatomy for the Artist and Figure Drawing
ART 201	Intermediate Drawing
ART 202	Intermediate Painting
2. Completion of one of the following courses:
 

ART 109	Introduction to Photography
ART 115	Introduction to Digital Photography
3. Completion of one Art History course.
4. Additional requirements and things to note:
  - a. In preparation for graduate work in medical and scientific illustration, students are encouraged to take approximately 20 semester hours or more of elective credit drawn from the fields of Biology, Chemistry, Human Physiology, Genetics and Comparative Anatomy. The following courses are particularly recommended:
 

BIO 110	Biological Inquiry
BIO 111	Biostatistics
BIO 201	Genetics
BIO 202	Microbiology
BIO 224	Cancer Biology
BIO 301	Comparative Vertebrate Anatomy
BIO 313	Developmental Biology
BIO 317	Biochemistry
BIO 402	Human Physiology

BIO 418	Cell Biology
CHM 101	General Chemistry I (with laboratory, CHM 101L)
CHM 102	General Chemistry II (with laboratory, CHM 102L)

**B.A. in Studio Art: Filmmaking, Video and Photography Track** (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)

1. Students must complete the two courses below:
  - ART 110      Ways of Seeing
  - ART 350      Modern Art History
2. Completion of one of the following courses:
  - ART 109      Introduction to Photography
  - ART 115      Introduction to Digital Photography
3. Completion of one course from the list below:
  - ART 103      Introduction to Figure Sculpture
  - ART 104      Introduction to Printmaking
  - ART 105      Video Production
  - ART 106      Introduction to Figure Drawing
  - ART 111      Anatomy for the Artist and Figure Drawing
  - ART 205      Documentary Film
4. Completion of one additional Art History course. This may be one of the Art History courses offered in the regular rotation or may be from the list of electives below:
  - FRE 404      Great French Actresses and their Film Roles
  - PSY 316      Psychology through Film
  - SPN 403      Political Issues in Spanish-American Literature and Film
  - SPN 407      Central American Literature and Film
  - SPN 411      North American Hispanic Readings and Film
5. Students must also complete an additional five filmmaking, video or photography studio courses not already used to satisfy any requirement above. A comprehensive list of all current Film/Video/Photography courses in the Bulletin is below:
  - ART 105      Video Production
  - ART 109      Introduction to Photography
  - ART 115      Introduction to Digital Photography
  - ART 205      Documentary Filmmaking
  - ART 206      Concepts in Photography
  - ART 214      Alternative Methods in Darkroom and Digital Photography
  - ART 215      Intermediate Digital Photography
  - ART 220      Compositions in Photography
  - ART 290      Special Topics in Studio Art courses pre-approved by the Studio Art Program Coordinator
6. Additional requirements and things to note:
  - a. As with the regular Studio Art Major, this totals eight studio and two art history courses, for a total of ten courses or 40 credit hours in Studio Art. The degree awarded is the B.A.

**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.

## 9.40. Theatre

Programs offered:

- B.A. in Theatre (TU)
- 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 professional theatre companies in residence 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 (see [Sec. 8.5.1.](#) for a complete list of B.A. graduation requirements)**

1. Completion of the following course a minimum of four separate times:
  - THE 100      Production Lab
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
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
  - THE 305      Shakespearean Performance
  - THE 330      Directing for the Stage I
  - 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
  - THE 495      Internship in Theatre

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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 100	Production Lab
THE 105	Beginning Characterization
THE 310	Stagecraft
2. Completion of one of the following courses:
 

ENG 204	Shakespeare: Early Plays to 1603
ENG 206	Shakespeare: Late Plays, 1603-1613
THE 210	Theatre History I: Greeks to Restoration
THE 220	Theatre History II: Renaissance to 20th Century
3. Completion of two of the following courses:
 

THE 205	Intermediate Characterization
THE 305	Shakespearean Performance
THE 315	Scenic Design
THE 316	Lighting Design
THE 317	Costume Design
THE 330	Directing for the Stage I
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
THE 495	Internship in Theatre

### **9.41. Urban Leadership (Rich Foundation Urban Leadership Program)**

Programs offered:

Minor 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 minor in Urban Leadership. Students completing the minor are given special recognition at Commencement not only to honor the students' accomplishments but also to pay tribute to the Rich Foundation and its late president, Joel Goldberg, for their generous support of the Urban Leadership program. 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.

Students may apply to be a part of the program in the freshman, sophomore or junior year. Candidates are evaluated 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.

### **Minor in Urban Leadership (TU)**

1. Completion of one of the following elective courses:

ULP 200	Independent Study in Urban Leadership
UPL 201	Introduction to Leadership
UPL 202	Women's Political Leadership
2. Completion of both of the following courses:

ULP 303	The New American City
ULP 304	Community Issues Forum: Principles into Practice
3. Completion of an appropriate fourth course to serve as an elective, chosen from among the following:

NPM 220	The Nonprofit Sector
POL 490	Advanced Special Topics in Politics: Moral and Political Leadership
UEP 320	Urban Ecology

Other courses may apply. Pre-approval of the director of the RFULP is required.
4. Additional requirements and things to note:
  - a. Students admitted to the RFULP must maintain a cumulative grade-point average of 2.0 or higher.
  - b. The choice of the elective in item 1. (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. At the end of the senior year, students must complete a RFULP exit interview and assessment survey.

### **9.42. Women's, Gender, and Sexuality Studies**

Programs offered:

- Minor in Women's, Gender, and Sexuality Studies (TU)
- Minor in Women's, Gender, and Sexuality Studies (ADP)

Women's, Gender, and Sexuality Studies (WGS) is an interdisciplinary field of study that takes gender as the starting point of its inquiry. To enrich understanding of human identity, students will explore the meanings and values assigned to the lives of women, men, and non-binary/gender-queer individuals across historical, cultural,

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and disciplinary contexts. The minor is designed to encourage students to develop an awareness of the social construction of gender—that is, the ways in which it is shaped by relations of sex, race, class, religion, ethnicity, nationality, sexuality, sexual orientation, and other categories of difference—and the effects of this social construction on individuals and society. Students will engage in a discussion of key terms, definitions and practices of women's, gender, and sexuality studies, a historical overview of women's movements, an analysis of seminal feminist texts, and a look at the current state of women's, gender, and sexuality studies and the major issues of the field. The over-arching goal of the program is to encourage students to think critically about the information they receive about gender while simultaneously recognizing the ideological and power structures that often shape not only their own interpretations of cultural narratives, but also the way in which they create their own identities. A minor in WGS encourages students to reflect critically on their own identities and to develop an understanding of civic engagement, activist practices, and social change, thus cultivating both local and global citizenship and responsibility.

### **Minor in Women's, Gender, and Sexuality Studies (TU)**

1. Completion of the required introductory course:
  - WGS 101 Introduction to Women's, Gender, and Sexuality Studies
2. Completion of any four of the following elective courses:
  - WGS 200 Independent Study in Women's, Gender, and Sexuality Studies
  - WGS 280
  - or COM 280 Gender, Culture, and Communication
  - WGS 290 Special Topics in Women's, Gender, and Sexuality Studies
  - WGS 380
  - or COM 380 Feminist Media Studies
  - WGS 400 Advanced Independent Study in Women's, Gender, and Sexuality Studies
  - WGS 490 Advanced Special Topics in Women's, Gender, and Sexuality Studies
  - WGS 495 Internship in Women's, Gender, and Sexuality Studies
3. Additional requirements and things to note:
  - a. At least one of the four elective courses must be taken at the 300- or 400-level.
  - b. At most, one course contributing to the WGS minor can also be counted toward the student's major (or a second minor in another discipline).

### **Minor in Women's, Gender, and Sexuality Studies (ADP)**

1. Completion of the required introductory course:
  - WGS 101 Introduction to Women's, Gender, and Sexuality Studies
2. Completion of any four of the following elective courses:
  - WGS 200 Independent Study in Women's, Gender, and Sexuality Studies
  - WGS 280
  - or COM 280 Gender, Culture, and Communication
  - WGS 290 Special Topics in Women's, Gender, and Sexuality Studies
  - WGS 380
  - or COM 380 Feminist Media Studies
  - WGS 400 Advanced Independent Study in Women's, Gender, and Sexuality Studies
  - WGS 490 Advanced Special Topics in Women's, Gender, and Sexuality Studies
  - WGS 495 Internship in Women's, Gender, and Sexuality Studies
3. Additional requirements and things to note:
  - a. At least one of the four elective courses must be taken at the 300- or 400-level.

- b. At most, one course contributing to the WGS minor can also be counted toward the student's major (or a second minor in another discipline).

### 9.43. Writing

Programs offered:

Minor in Writing (TU)

The Writing minor produces graduates who write articulate, informative, powerful 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. Through their courses and co-curricular activities intended to integrate different kinds of writing, our Writing students receive a rich experience and strong preparation for writing after graduation.

#### **Minor in Writing (TU)**

1. Completion of five of the following courses, totaling at least 20 semester hours:

THE 350	Playwriting
WRI 230	Creative Writing
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 330	Writing Poetry
WRI 331	Writing Prose, Fiction and Nonfiction
WRI 400	Advanced Independent Study in Writing
WRI 490	Advanced Special Topics in Writing
WRI 495	Internship in Writing

2. Additional requirements and things to note:
  - a. WRI 230 and WRI 331 can each be taken twice for course credit, if the course description and content in each semester is substantially different in topic, as determined by the writing program coordinator.
  - b. WRI 495 Internship in Writing can only be counted once for the Writing minor. For WRI 495 to qualify for the minor, it must be pre-approved to be a writing-intensive experience by the Writing program coordinator and supervised by an English and Comparative Literature faculty member.

## 10. Educational Support and Enrichment

### 10.1. A\_LAB (Atlanta Laboratory for Learning): Overview

The A\_LAB bridges classroom theory and real-world experience through travel, internships, career development, study abroad, and civic engagement.

The A\_LAB includes the departments of civic engagement, global education, career development, and academic success, including the Compass program (see [Sec. 6.7.1.](#) and [Sec. 10.20.](#)).

A\_LAB staff members, in close coordination with faculty and academic advisors, match students to experiences that enhance and support classroom learning.

Through the A\_LAB, students will:

- Gain new perspectives on the human experience through service in the Atlanta community and beyond.
- Challenge their world view and experience learning through cross-cultural moments while studying in a foreign country.
- Venture into the world of work and learn valuable lessons interning for some of the most noted brand names in the world, all while building their résumés and professional brands.
- Collaborate across disciplines with students and faculty to redefine and think of solutions to the world's greatest problems and then put their thoughts into action.

As they progress, students will develop the ability to synthesize, create and invent, while also learning to tell the story of their growth and experience to future employers and graduate schools.

### 10.2. A\_LAB: Academic Success

Academic success helps students succeed in the classroom by delivering educational support services within an accessible, experiential learning space. Academic success serves as a catalyst to achieve high graduation rates by promoting excellence in academic coaching and advising, providing support systems to all students, and increasing student retention.

Academic success provides the following programs and services: academic advising, academic coaching, accessibility services, EXCEL@OU, peer tutoring, writing assistance, Global Oglethorpe Center, and supplemental instruction. All of these programs and services provided by academic success are available to all students at no cost. Academic success staff are located in the A\_LAB area of the Turner Lynch Campus Center. Additional information about programs and services is available at <http://success.oglethorpe.edu/>. Below are listed specific services provided:

#### 10.2.1. Academic Advising

Academic success houses the Compass first-year advising program and serves as the primary academic advising entity for Adult Degree Program (ADP) students. Please see [Sec. 6.7.1.](#) and

[Sec. 6.7.2.](#) for more information.

### **10.2.2. Academic Coaching**

Academic coaching provides Oglethorpe students with a chance to work individually with a professional staff member in academic success to help improve their academic skills, confidence, and performance. The academic coach empowers students to become successful and self-directed learners. Working one-on-one with an academic coach can 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 ADP) students. To ensure the full benefits of this experience, students are asked to commit to the following over at least one complete semester: 30 minute weekly individual coaching sessions and 1 hour weekly peer tutoring or general writing tutoring.

### **10.2.3. Accessibility 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 with Disabilities Act Amendments Act (ADAA) of 2008, Section 504 of the Vocational Rehabilitation Act of 1973, and other pertinent federal, state and local disability anti-discrimination laws; see [Sec. 3.3.](#) and especially [Sec. 3.3.2.](#)

Academic success coordinates services and provides information upon request to students with disabilities. When possible, students with disabilities should contact the office prior to their first semester to register for assistance and to ensure that appropriate accommodations are implemented. However, students are welcome to come to the accessibility services office at any time to request assistance.

The office responds to inquiries regarding campus accessibility, maintains a licensing contract for assistive technology, approves reasonable academic and housing accommodations, proctors examinations for students approved for testing accommodations, and can assist with filing disability-related grievances and complaints. See [Sec. 3.3.2.](#) for additional information.

### **10.2.4. EXCEL@OU**

The EXCEL@OU program is an academic support program developed and coordinated by academic success staff for students who are on academic warning or probation. This program provides students an extended opportunity to work with staff members and to create and/or re-emphasize mindset, skills, and habits that are related to being a successful student at Oglethorpe. Participants also gain access to additional academic support services including tutoring, workshops, academic coaching, supplemental instruction sessions, and study hours.

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### **10.2.5. Peer Tutoring and Writing Center**

Tutoring is available in over thirty courses, with an emphasis on freshman and sophomore courses. All tutors must have at least a 3.0 cumulative GPA and received a grade of “B” or higher in the course in which they wish to tutor and receive mandatory training. General writing tutors are required to maintain a cumulative GPA of 3.0 and display a strong knowledge of writing style and form, as evidenced by a professor’s recommendation. Tutors are trained to be responsive to a student’s particular needs, to help students identify their writing strengths and weaknesses, and to help the student build confidence in their academic capabilities.

### **10.2.6. 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 enrolled in a course offering SI who want to improve their understanding of the material.

## **10.3. A\_LAB: Career Development and Courses**

Career and graduate school preparation services are offered through the career development office in the A\_LAB.

### **10.3.1. Career Coaching**

Career coaches/advisors provide resources to assist students in making informed decisions regarding self-exploration, career planning and job search strategy. These resources include one-on-one sessions, half-semester career courses, access to job and internship databases, a career library, mock interviews, assistance with resume and cover letter writing, career and graduate school fairs, workshops, mentoring programs and on-campus recruitment.

### **10.3.2. Graduate School Preparation**

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. Additionally, career development staff hosts an on-campus Graduate School Fair in the fall for students to meet with representatives from various graduate programs in the southeast and beyond.

### **10.3.3. Career Assessments**

Career development offers three career assessments including:

- Myers-Briggs Type Indicator
- Strong Interest Inventory
- Clifton Strengths Finder

These assessments provide information about environmental and work style preferences, industries and job titles for further exploration, and personal strengths from which students can

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gain career success and satisfaction. There is a small fee associated with the assessments, which is due at the time the results are provided.

#### **10.3.4. Events and Workshops**

Workshops are offered each semester to prepare students for life after college, including resume writing, interviewing, professional dress, workplace/social etiquette, professional branding, 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. Career development staff members host on-campus career and internship fairs, and join with local professional organizations that sponsor off-campus career fairs.

#### **10.3.5. Career-Related Courses**

##### **CDE 201 Career Development and Exploration**

During this 8-week career exploration seminar, students will spend time on self-understanding, identifying values, skills, strengths and interests, and establishing and implementing a career plan. This course is designed to introduce students to a model for career decision making that is useful throughout life. Students will take career assessments for self-discovery, participate in group discussions, and prepare a working cover letter and resume. The experiences in this seminar will help students as they select courses, majors, minors, and internships and make career connections in the community. Recommended for second-semester freshmen through students in their junior year. Graded on a Satisfactory/Unsatisfactory basis.

##### **SEN 401 Senior Transitions**

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 introduce resume and cover letter writing, networking, interviewing skills, stress management and critically analyzing the world of work. 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 CDE 201 Career Development and Exploration leaves off and teaches the skills necessary to implement the career decision. Graded on a Satisfactory/Unsatisfactory basis.

#### **10.4. A\_LAB: Civic Engagement**

Established in 2006, the department of civic engagement in the A\_LAB works to enhance student life by planning volunteer service projects, helping to facilitate service learning courses and nonprofit internships, and developing thoughtful community leaders. Civic engagement helps to advance Oglethorpe's mission to produce alumni who are committed to social responsibility and connecting with the community.

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Civic engagement staff support service learning by helping faculty identify appropriate Atlanta nonprofits and facilitate student placements that provide opportunities for direct, practical application of classroom theory. Two types of service learning courses are offered at Oglethorpe: SL-X and SL courses. Courses designated as SL-X require students to complete 10 volunteer service hours, while courses designated as SL require the completion of 25 volunteer service hours.

Civic engagement programming includes university-wide days of service, Alternative Break trips, and other signature volunteer and engagement opportunities.

Noteworthy University-wide days of service engage students in service projects at nonprofits around Atlanta and are listed below:

- Orientation Day of Service (August)
- MLK Jr. Day of Service (January)
- OU Day of Service (April).

Alternative Break trips, held during winter and spring breaks, are immersive experiences to explore social issues, have direct service opportunities, and explore a new city or culture. Past trip locations have included: New Orleans, Savannah, Charleston, Montgomery, Tallahassee, and Guatemala. Other volunteer and engagement opportunities include Service Saturdays, Atlanta Ambassador trips, and Difficult Dialogues. These programs are designed to give students opportunities to learn more about Atlanta's diverse communities and positively impact them.

Our partners include:

- Service Partners: Drew Charter School, PATH Academy, Dresden Elementary School, Trees Atlanta, Atlanta Community Food Bank, Hosea Feed the Hungry, Brookhaven Park, and American Red Cross.
- Service Learning Partners: Winship Cancer Institute and Blue Heron Nature Preserve.
- Alternative Break Partners: Heifer International in Guatemala, Time Out Youth in Charleston, South Carolina, and Habitat for Humanity in New Orleans, Louisiana.

A broad range of students (including athletic teams, fraternities and sororities), faculty, staff and alumni participate in community service projects. For example:

- The Alpha Phi Omega fraternity, a co-ed service group, has been active at the University for more than 50 years, organizing weekly service projects on- and off-campus.
- Two biology faculty members work closely with the Blue Heron Nature Preserve, which serves as the nonprofit site for research projects related to a biology service learning course.

As sustainability committee chair, the director of environmental studies has led successful implementation of a single stream recycling program and community garden.



## 10.5. A\_LAB: Global Education

Students who wish to become more competitive in a global economy, who are interested in exploring other cultures, sharpening language skills, and/or who seek to gain a new perspective on their area of study should investigate participating in one or more global learning experiences, several are described below.

Detail about opportunities to study abroad including specific deadlines for programs and scholarships, announcements of study abroad fairs and other events, as well as itineraries for short-term programs appear throughout the year via the A\_LAB website, student e-mails, social media, classroom presentations, and fliers distributed around campus. The most up-to-date list of exchange partners and upcoming opportunities (as well as chronicles and images from past short-term programs) can be found at <http://alab.oglethorpe.edu/global-education/study-abroad/>.

### 10.5.1. Advising for Study Abroad

Oglethorpe academic advisors and assistant dean and director of global education in the A\_LAB serve as primary consultants for students who are interested in any type of global learning or study abroad experience. The student is expected to review the options and policies on the global education website, complete the Study Abroad Interest form-linked on the website- and make an appointment with their academic advisor to discuss how education abroad fits with their academic plan. The assistant dean and director of global education will assist the student to investigate potential destinations and discuss both the student's qualifications for study abroad and provide guidance regarding the application process for Oglethorpe and any external parties involved, which may include the host institution or a third-party program provider.

### 10.5.2. Core Equivalency for Study Abroad

Every student attending an Oglethorpe-approved semester or full academic year abroad program during the fall or spring semesters may apply to receive equivalency for one semester of the junior year Core, either for COR 301 Historical Perspectives on the Social Order I or for COR 302 Historical Perspectives on the Social Order II; see [Sec. 7.1.2.2](#). Students should discuss their equivalency choice with the assistant dean and director of global education, and their advisor, and upon return, submit proof of completed study abroad course work to the director of the Core program.

### 10.5.3. Application and Approval for Study Abroad

The study abroad applications are available on the global education website. Students are responsible for reviewing the instructions completing the application, and obtaining any required signatures from faculty and staff involved in determining eligibility for earning credit abroad. Students are responsible for submitting both a study-abroad application and a study-abroad authorization form for Global Education Office review by the appropriate deadline:

- October 1 for spring semester programs longer than two weeks.
- March 1 for summer and fall semester programs longer than two weeks.

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Approved students will be notified two weeks after the deadline and must then complete the rest of the forms:

- Application Part 2 by November/April 1, and
- Study-abroad course approval form by December/May 1.

Students must complete these forms prior to departure for their study-abroad term to be eligible to receive transfer credits from any institution abroad. It is the responsibility of the student to ensure (prior to his or her departure from the host institution abroad) an official transcript is mailed to the assistant dean and director of global education, who will complete their review and coordinate with the Registrar's Office to apply the transfer of credits. Host programs have separate policies, applications, and deadlines that students will also have to follow. Students should read host websites and applications carefully.

#### **10.5.4. Financial Assistance for Study Abroad**

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.

A variety of external scholarships and grants exist to financially support students who study abroad for credit. Students should consult with the director of financial aid, peruse the scholarship directory on the global education website, and do their own searches. Deadlines for these scholarships can be as much as a year before a program begins, so students should begin their planning as early as possible. Students do not need to be already accepted to a program to apply for most scholarships.

##### **10.5.4.1. Policy for a Second Semester of Study at University of Oxford, Oxford, England**

If an Oglethorpe student elects to stay for a second semester at University of Oxford the student will not receive any Oglethorpe University institutional aid or Hope match money, but also is not charged the Oxford Study Fee. The student will be charged Oglethorpe tuition, the activity fee, and the study abroad fee during the second semester at University of Oxford.

#### **10.5.5. Academic and Class Standing Requirements**

Any student applying to study abroad for any length of time must be in good standing with the University (see [Sec. 6.22.](#)), and must have at least a 2.0 cumulative grade-point average. Freshmen may be approved to study abroad (for short-term trips only) after completion of their first semester of their freshmen year and for the summer between their freshman and sophomore year of study. Students with sophomore standing and above may participate in any study abroad program at the University. For definition of class standings, refer to [Sec. 6.19.1.](#)

#### **10.5.6. International Exchange Partnerships**

Oglethorpe offers unique opportunities for students to study for one semester or academic year at a wide variety of partnership colleges and universities. The current list of international

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exchange partners can be found at <http://alab.oglethorpe.edu/global-education/study-abroad/>. Tuition for these exchanges is paid to Oglethorpe at the current Oglethorpe rate. Other costs, such as lab fees, supply fees, room and board, etc. may be charged by some partner universities. The current fees assessed by each partnership institution may be available through the website of the partner institution.

Courses students take at partnership institutions are treated as courses taken in residence at Oglethorpe University for purposes of the residency requirement (see [Sec. 8.3.](#)). In addition, all students approved to earn credit for an academic program abroad (study or internship for credit) must complete the pre-departure orientation requirements to be outlined in their approval notification.

#### **10.5.7. Study Abroad via Non-Partner Universities and Third-Party Providers**

Oglethorpe students may study abroad at a recognized, accredited university, through a program sponsored by an American college or university which awards credit from the home institution, or through Oglethorpe-approved provider programs. Numerous opportunities exist for any qualified student to study at non-partnership programs of the student's choice throughout the world, in science, economics, social sciences, languages, art, communications, the liberal arts, and business. The assistant dean and director of global education will help advise and direct each student in selecting the appropriate university abroad.

Oglethorpe University institutional aid and Hope match money cannot be applied to student expenses at non-partner universities and programs. The assistant dean and director of global education, and the director of financial aid will help the student explore financial aid and other resources that may be available, but Oglethorpe University does not collect, nor become involved in collecting, any monies for the host university. Financial transactions for studying at a non-partner college or university are solely between the student and the host institution.

Courses students take at non-partnership institutions approved by the assistant dean and director of global education, are treated as courses taken in residence at Oglethorpe University for purposes of the residency requirement (see [Sec. 8.3.](#)).

#### **10.5.8. Short-Term Programs Abroad**

The Global Education Office, in conjunction with Oglethorpe University faculty, creates, organizes, and directs short-term, for-credit academic study programs abroad during the summer months and during December, March, and May. Oglethorpe professors develop these programs as intensive explorations of culture, music, history, politics, art, archaeology, and business. Destinations have included locations in Asia, Central and Latin America, Europe, and North Africa. Students are required to take any short-term program for credit, and cannot participate in any short-term program without also enrolling in the required course. Student participation in these programs and in the associated course usually includes note-taking, photography, field documentation, journaling, written and/or oral presentations, and a research project to be completed after returning from the program as independent work with the professor. A current list of short-term programs can be found at

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<http://alab.oglethorpe.edu/global-education/study-abroad/>.

#### **10.5.9. University of Oxford, Oxford, England**

Through the Washington International Studies Council/Oxford Study Abroad Programme (OSAP), students who wish to study at the University of Oxford for a semester or an academic year may do so as an associate student of an Oxford college with university privileges. While at Oxford, students live with international students in Oxford housing. By special agreement, tuition and housing costs for Oxford study are charged at a special rate negotiated for Oglethorpe students and are paid to Oglethorpe University. The rate is available from the business office and assistant dean and director of global education. All students who study at Oxford will receive an Oxford transcript. Applications and eligibility requirements can be obtained from the assistant dean and director of global education. See [Sec. 10.6.4.1.](#) for special information on financial assistance and costs for those who study at University of Oxford for a second semester.

#### **10.5.10. LeadAbroad Programs**

Through our unique partnership with LeadAbroad, students can study abroad over the summer on credit or non-credit bearing programs at several European locations and in South Africa via a GO, LEAD, PRO, or DIRECT program. These summer programs combine the best aspects of studying abroad, international service, and adventure ranging from 10 days to 5 weeks.

#### **10.5.11. LeadAbroad For-Credit Programs**

LEAD and GO programs welcome students from universities around the world for a summer study-abroad program lasting four to five weeks. Students live abroad, take classes from Oglethorpe University faculty and explore a host city from different perspectives, like history, art, culture, communications, and business. In all LEAD locations, students will learn about leadership and service firsthand through the innovative curriculum. Oglethorpe University approves all academic faculty, syllabi, course pedagogy, and materials for the two courses:

- Leadership: Global Theory and Practice
- Global Citizenship and Civic Engagement.

All LeadAbroad students must take two Oglethorpe University courses for a total of six semester hours within the context of the program abroad. In addition to LeadAbroad applications, Oglethorpe University students who elect to study on LeadAbroad programs for credit must also submit both a study abroad application and a study abroad authorization form to the Global Education Office. More information is available at <http://alab.oglethorpe.edu/global-education/study-abroad/oglethorpe-programs/>.

GO and GO programs include independent travel, cultural excursions and a unique personal development focus. Students will take two courses per five-week session to earn six semester hours of Oglethorpe University credit or one course per four-week session to earn three

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semester hours of Oglethorpe University credit during their time abroad. Oglethorpe University students who elect to study on GO or LEAD programs for credit must also submit both a study abroad application and a study abroad authorization form to the Global Education Office. For more information, see <http://alab.oglethorpe.edu/global-education/study-abroad/oglethorpe-programs/>.

#### **10.5.12. International Student Services (ISS)**

The federal government, Department of Homeland Security, oversees the rules and regulations that apply to international students studying at Oglethorpe on an F student visa. F-1 students are required to comply with the DHS laws to remain in-status with the conditions of their visa. The role of the International Student Advisor is to ensure Oglethorpe completes federal reporting requirements, provide support for international students, including orientation sessions to help international students understand these guidelines. ISS also liaises with various departments University-wide to verify full-time status, process reduced course load requests when appropriate, provide guidance on working opportunities (on-campus work, CPT, and OPT), conduct workshops for F-1 student-related issues, and notify students of processes and deadlines to maintain status and file federally mandated forms. For additional information, visit <http://alab.oglethorpe.edu/global-education/international-student-services/>.

### **10.6. A\_LAB: Internships**

Internships for academic credit are coordinated through the career development office in the A\_LAB. 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 provost.

Students seeking an internship for credit must have (at the time of application) at least sophomore status and must also be in good standing (see [Sec. 6.22.](#)), 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.

All applications for internship credit must be submitted through Handshake prior to the first day of classes for the semester during which internship will be completed. The application for internship credit can be accessed from the student profile page (Student Profile Page > Career Center > Experiences > Request an Experience). To log into Handshake visit <https://joinhandshake.com/students/>.

The internship for credit process is as follows:

- The student attends an internship orientation and/or meets with a career development official to understand the internship process, requirements and how to find an internship. The student should begin looking for an internship at least one semester in advance.
- The student receives an internship offer and decides to apply for internship credit.
- The student ensures that the employer completes the “Oglethorpe Site Agreement Form,” which is found in the resource library of Handshake (Student Profile Page > Career Center > Resources).

- The student obtains approval from a full-time faculty member for faculty supervision of the internship. The faculty supervisor should be in the academic area in which internship credits are sought.
- The student and faculty member meet to review the site agreement form and to determine learning objectives and the academic details of the internship, including the writing assignment and appropriate course number. Guidelines for learning objectives and the academic assignment can be found in the resource library in Handshake.
- The student submits an online application in Handshake, which includes agreed-upon learning objectives and academic assignment (see below), in addition to details about the internship, an updated résumé, and a link to the student's LinkedIn profile.
- The career development office reviews the application and sends a request for electronic review and approval to the faculty supervisor.
- If approved, the application is then sent to the student's academic advisor and, if again approved, the appropriate program coordinator or division chair (Hammack School of Business only) for approval.
- At any point in the approval flow, the application can be rejected. Following a rejection, officials in the career development office will work with the student to develop suitable modifications. Once all approvals (career development, faculty supervisor, academic advisor, program coordinator/division chair) are received, the application is sent to the HUB for final approval and processing.
- Midterm and end-of-semester feedback on the student is sent to faculty supervisor by the career development office.
- Students must submit their academic assignments to their faculty supervisor by agreed-upon deadlines.
- Ultimately, faculty members issue satisfactory/unsatisfactory grades for internships.
- Students will be asked to evaluate their internship experience.

### Onsite Hours

Students must work onsite 30 hours for every credit hour for which they are applying. For example, if a student is applying for 4 credits, they must work at their internship site for 120 hours over the course of the semester.

### Academic Assignment

Under the current guidelines, students must complete an internship paper which totals 5 pages for every semester hour of credit attempted. The paper should help to deepen, broaden and amplify the student's understanding of the field in which the internship is being done. Papers may include critiques of journal articles, book reviews, discussion of strategies used by practitioners in the field, discussion of challenges facing an industry/service, discussion of the application/relevance of theories to practice. Up to 30% of the total writing can be made up of journal/non-academic writing such as journals and reflection. The academic assignment must relate to the agreed upon learning objectives. Both the learning objectives and academic assignment should be discussed and agreed upon in advance by the student and the faculty supervisor.

Each academic division may have their own criteria for the academic assignment. It is the responsibility of the faculty supervisor to know which guidelines to follow: either approved, specific division requirements or the

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standard guidelines given above. In particular, students working with a faculty member from Division V in the Hammack School of Business will adhere to guidelines designed specifically for that division. Internship guidelines for the Hammack School of Business can be found in the resources library in Handshake (Profile Page > Career Center > Resources).

All internships are graded on a satisfactory/unsatisfactory basis, and total credit awarded for internships cannot exceed 12 semester hours. The deadline for internship applications is the first day of class of each semester.

Students who wish to engage in non-credit internships should follow the basic guidelines for internships delineated above and are strongly encouraged to seek assistance from the career development staff in the A\_LAB. Non-credit internships should be reported on Handshake (Student Profile Page > Career Center > Experiences > Request an Experience).

### **10.7. A\_LAB: 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 support the achievement of their learning objectives. In such courses, service to the community (usually through partnerships with local non-profit organizations) is integrated into the syllabus, providing students with additional perspectives for use in conceptualizing theoretical material as well as an opportunity to appreciate the application of disciplinary concepts beyond the classroom. Service learning activities vary widely in scope but are customized specifically to compliment the goals of each service learning course. Deliberately incorporated reflective assignments, such as journals and discussions, are used throughout each service learning class to reinforce the link between theory and practice. Such courses typically include a minimum amount of service over the course of a traditional semester: either 10 hours for an “SL” class or 25 hours for an “SL-X” class.

### **10.8. ARCHE (Atlanta Regional Council 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.

Nineteen public and private colleges and universities—including Oglethorpe—comprise the membership of the Atlanta Region Council 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.

### **10.8.1. 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. 6.8.5.](#) and [Sec. 6.9.4.](#)

### **10.8.2. 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 Public Library System, Kenan Research Center at the Atlanta History Center, Jimmy Carter Presidential Library, Georgia Archives, Georgia Public Library Service, and National Archives and Records Administration—Southeast Region).

### **10.9. Campus Store & e-Bookstore**

The Oglethorpe Campus Store serves students, visitors, alumni, employees and the broader community by offering university apparel and gear as well as an enhanced selection of gifts. We invite you to visit the Store in person, or for special inquiries, please e-mail the director, Kathleen Cody Guy at [kguy1@oglethorpe.edu](mailto:kguy1@oglethorpe.edu).

To order Oglethorpe University items visit: <https://oglethorpeshop.merchorders.com/>

All books and course materials are sold online and shipped to students: <https://oglethorpe.ecampus.com/>

### **10.10. Endowed Funds that 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 Colonel Nathan Cooper and Mrs. Ernestine Pitman Cooper Family Foundation Endowed Fund for Music: 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.

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- 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.
- Bill and Diane Hammack Fund: Established in 2018 by Bill '73 and Diane Hammack, this fund provides support for new program development in the Q. William Hammack School of Business and for scholarships for business students.
- Betsy G. Hansen Scholarship Fund: Established in 2018 in his estate by longtime Trustee, Harald Hansen H '08, in memory of his wife, Betsy, this fund provides scholarships to women to study in the Civic Engagement Program.
- 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 Oglethorpe Women's Network/Hansen Women's Studies Program Endowment: Funding was provided by Betsy Gamble Hansen, who was founder of the Oglethorpe Women's Network, and her husband, Harald Hansen, a member of the Oglethorpe University Board of Trustees. The endowment provides funding for the Oglethorpe Women's Network (OWN) and the Women's Studies Program.
- 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 minor program that challenges its participants to pursue their leadership potential while utilizing the city of Atlanta as a living laboratory.
- The Shelley and Donald Rubin Endowment for the Arts: Funding was established in 2013 by Donald Rubin, an alumnus from the class of 1956, and his wife Shelley. This endowment provides funding for the Oglethorpe University Museum of Art, an arts-related curricular program, and other arts-related projects at the University.
- 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.

### **10.11. Endowed Professorships and Lecture Series**

- Frances I. Eeraerts Professor of Foreign Language: This professorship was established in 1997 by a bequest from the estate of Miss Eeraerts, a non-traditional student who graduated in 1976.
- The Vera A. Milner Director of the Center for Global Education (CGE): Funding 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 fund in honor of their aunt, Vera A. Milner.
- 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 Rikard Lecture Series: The Mack A. Rikard Chair supports (on a rotating basis) 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.

### **10.12. First-Year Experience**

Oglethorpe’s faculty and campus life 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:

- MAP Days: This program invites deposited students in the summer to become more acquainted with campus, meet key faculty and staff, and other students, and go over their fall schedule.
- Welcome Week and Fall Orientation begins before classes commence. Students are encouraged to attend many social events designed to acclimate them with Oglethorpe. This Orientation also includes a service activity. Orientation activities will continue for the first few weeks of class as students will be invited to opening Convocation, lectures around campus, sporting events, and various student activities.
- Compass (see [Sec. 6.7.1.](#) and [Sec. 10.20.](#)): Oglethorpe’s holistic first-year advising program is designed to assist students’ transition to college. Each incoming TU student is assigned an advisor who helps them register for classes, ensures they get connected with any assistance they need, asks questions

about their strengths and weaknesses, and encourages students to become involved in high-impact practices such as internships or service.

- A two-semester Core course sequence in humanities, COR 101, 102 Narratives of the Self I, II;
- Petrel Points co-curricular requirement (for TU first-time freshmen; see [Sec. 10.16.](#))
- A Peer Academic Leader (PAL) is an upperclassman who has demonstrated academic excellence while at Oglethorpe and is responsible serving as an academic mentor to first-year students in traditionally at-risk populations. These populations may include: first generation college students, students enrolled in lower level math and writing courses, and student with a history of low academic achievement. PALs work with the academic success center staff to offer resources to supplement first year students' course work and assist them in achieving academic and personal success. Each PAL is assigned a specific group of students to work with. These first-year students will have regular interaction with their PAL and programming targeted specifically at their academic needs.
- The many support services of the academic success department (see [Sec. 10.9.](#)); and
- A coordinated intervention process for assisting students in trouble.

### **10.13. 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 systems, 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 the Turner Lynch Campus Center.

For additional information about ITS, visit <http://itservices.oglethorpe.edu/>. For additional policies concerning policies relating to digital media, information and communication please see [Sec. 3.6.](#) Also, see [Sec. 6.2.](#) 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.

#### **10.13.1. Helpdesk**

The helpdesk office is located on the lower level of the Philip Weltner Library. In addition to having a physical location, the helpdesk is available online at <http://itservices.oglethorpe.edu/contact/>, in OASIS under "Technology Issues Helpdesk Ticket," via email at [HelpDesk@oglethorpe.edu](mailto:HelpDesk@oglethorpe.edu) and via phone 404-364-8880. Our physical location and phone support are from 8:30 AM to 5:00 PM Monday through Friday (except holidays). At the online address, and through OASIS, OU community members may submit a service request for issues such as computer, internet connection, 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.

### 10.13.2. E-Mail and Office 365

All students who matriculate to Oglethorpe, and all faculty and staff who are hired, automatically receive an Oglethorpe e-mail account (in the form of first initial followed by last name, with @oglethorpe.edu appended). All students and employees are reminded that Oglethorpe e-mail is the official means of communication on all Oglethorpe-related matters (see [Sec. 3.6.1.](#)). 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 <http://itservices.oglethorpe.edu/> for more information. The helpdesk will also assist with setting up or troubleshooting e-mail accounts.

All Oglethorpe users have access to Office365 through any web browser by going to <https://login.microsoftonline.com> and signing in to the “work or school” account section with your Oglethorpe user name and password. Once logged in, you can download Office 2016 to your personal computer and on up to five devices (e.g. iPad, iPhone, Android, etc.). Oglethorpe encourages the use of OneDrive to store your OU related files.

Oglethorpe e-mail account names and e-mail passwords are used to log on to other software and services provided by Oglethorpe including, but not limited to, Office 365, Moodle, OASIS, RAVE and TutorTrac.

### 10.13.3. 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 session and department. Click on the session, 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.

#### **10.13.4. 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.

#### **10.13.5. 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 <http://petrelnet.oglethorpe.edu>. Use your Oglethorpe e-mail account name and password to log in.

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 pertaining to procedures and functions one will encounter as they navigate campus life.

#### **10.13.6. 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. 11.](#)). 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. 10.2.5.](#)) 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).

### **10.14. Interdisciplinary and Individually-Tailored Educational Opportunities**

Cross registration through ARCHE (see [Sec. 6.8.5.](#), [Sec. 6.9.4.](#) and [Sec. 10.10.](#)) provides a powerful way of augmenting the rich curricular opportunities available at Oglethorpe by allowing our students to leverage curricular options available at 18 other public and private colleges and universities in and near 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. 6.15.](#) for further requirements and explanations.

While Oglethorpe has a variety of major and minor 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

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with art. She subsequently served a one-year apprenticeship at Sotheby's in London. Please see <http://oglethorpe.edu/academics/individually-planned-major/> for some further recent examples of interesting independently planned majors, as well as relevant application forms. See [Sec. 9.22.](#) 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, unique and personally fulfilling. Students should work closely with their academic advisors in planning and executing such initiatives.

### **10.15. Oglethorpe University Museum of Art**

The Oglethorpe University Museum of Art (OUMA) is located on the third floor of the Philip Weltner Library. OUMA presents three major and several smaller exhibitions each year, featuring art work which is international, representational, figurative, or spiritual in nature, reflecting the unique OUMA mission statement. The museum is comprised of four spaces: The Shelley and Donald Rubin Gallery, the Skylight Gallery, OUMA research center, and the Center Gallery. Additionally, the museum organizes exhibitions in the Trustees Room of the Turner Lynch Campus Center and is responsible for installations of the permanent collection found throughout campus. OUMA has become an important cultural addition to Atlanta's growing arts community, drawing thousands of visitors each year. Lecture and concert series complement exhibitions on view. OUMA is the only small liberal arts university museum in the Southeast which regularly shows nationally and internationally recognized exhibitions. The OUMA permanent collection includes work by master painters, sculptors, and printmakers including Pablo Picasso, Joan Miró, August Rodin, Pierre Bonnard, Alexander Calder, Utagawa Hiroshige, Eugène Delacroix, Marc Chagall, and Salvador Dalí. Each semester OUMA offers gallery assistant internships, independent study, and work study opportunities. Collaborative planning with faculty and staff allow for direct course development in conjunction with exhibitions to give students an immersive experience. OUMA is a rare asset on campus, helping the University in fulfilling its goal to provide a superior liberal arts education.

### **10.16. Petrel Points Co-Curricular Requirement**

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). Petrel Points are acquired when a student attends an event (usually held outside-of-class) which has been pre-approved as a Petrel Point event. 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 events usually cover the following broad categories:

- Arts, Education and Ideas (AEI)
- Civic Engagement (CE)
- Campus Leadership and Citizenship (CLC)

Petrel Points are managed on the Oglethorpe website at <http://sel.oglethorpe.edu/petrel-points/>. It is here that faculty, staff and students can fill out an online application to request Petrel Points be awarded for participation in an upcoming event

Successful completion of the Petrel Point co-curricular program is a graduation requirement for those TU students who enter Oglethorpe as first-time freshmen.

## 10.17. Post-Graduate Opportunities and Scholarships

Each year, a number of national and international agencies offer a variety of scholarships and post-graduate opportunities which recognize 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 opportunities. These include but are not limited to the Fulbright, Marshall, Rhodes, Truman, Gates, Goldwater and Mitchell Scholarships, and organizations such as Teach for America and the Peace Corps. Students who meet basic qualifications are encouraged to notify the nominating committee of their intent to apply based on the procedures and 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 opportunities during their sophomore year. The nominating committee, composed of faculty and staff, will review candidates, provide feedback and make recommendations to nominees for each opportunity. For more information, visit <http://alab.oglethorpe.edu/professionaldevelopment/plan-for-career/post-graduate-opportunities/>.

## 10.18. Quality Enhancement Plan: Compass and First Year Advising

Each post-secondary institution that is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC; see [Sec. 2.5.](#)) is required to develop a Quality Enhancement Plan (QEP) every ten years. Each institution is asked to examine key issues that are emerging on campus and 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.

Oglethorpe was approved by its SACSCOC (see [Sec. 2.5.](#)) on-site accreditation team to proceed with its 2017 plan focused on holistic advising. This program, called Compass, is designed to give entering TU students a comprehensive advising process. The purpose of Compass is to improve the quality of advising for incoming students. This enhancement is accomplished in a number of ways, including that Oglethorpe students will engage earlier and in greater numbers with high-impact practices.

Compass revolutionizes traditional advising for new students at Oglethorpe. Instead of following a process that confines advising largely to selecting proper courses in order to complete the intended major, students now have a mentor who will guide them through their first year. Students are encouraged through this more intrusive advising model to intentionally consider how what they do in and out of the classroom affects their lives after college. Oglethorpe admits a wide variety of students; some of them are more college-ready than others. We believe that all students, regardless of preparation, benefit from holistic advising that pays attention to multiple variables that influence how our students discover success.

Oglethorpe expects its advisors to get to know the strengths and weaknesses of their students and work with them throughout the first year to augment what they do well and improve on areas of concern. We know that students make decisions and develop habits in their first six weeks that often lead them either to success or failure at Oglethorpe. We also know that Oglethorpe students do not always ask for help until it is too late; Compass is designed to actively work with students to assist them in developing good habits. Some of our students will adapt just fine—even without intrusive advising—but even for them we believe that we can help excellent students make more out of their college education by encouraging them to make plans early to study

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abroad, set up internships, consider an area of concentration, or strive for a leadership role on campus. By delaying having students assigned to an advisor in their intended field of study, we also imagine that students will have more freedom to explore other academic areas and find the right place for them in the curriculum.

Research shows us that in today's world more contact with students earlier in their academic career helps students succeed. This is even more evident for first-generation students and others who often face obstacles to success. We anticipate that this program will bring students closer together with their assigned faculty and staff member and – even after students have chosen a major and been assigned an advisor in their area – that their original Compass advisor will continue to serve as a mentor.

## **10.19. Philip Weltner Library**

The Philip Weltner Library is vital to the scholarly environment of Oglethorpe as both a destination and a body of resources, the library supports the mission of the University through its varied collections and programs. It provides a scholarly atmosphere for the pursuit of academic excellence and encourages collaborative learning and individual study.

The mission of the library is to enhance, strengthen, and champion academic research within the Oglethorpe University community. By imparting lifelong learning skills, providing authenticated knowledge resources, and engaging users, the library prepares stakeholders to appropriately find and evaluation information in the 21<sup>st</sup> century global environment.

To accomplish its mission, the library:

- Develops an appropriate collection of resources based on the needs of the community.
- Organizes, describes, and houses the collection for effective access and preservation.
- Provides prompt and equitable access to the collection.
- Provides instruction and assistance in the use of the library to deliver resources and promote lifelong learning.
- Provides enhanced access through formal consortial agreements with other colleges and universities.

The collection houses in a variety of types and formats. Purchase of resources is heavily influenced by Oglethorpe community involvement. The library strives to develop a collection that reflects the diversity and makeup of the campus community. A balance is maintained between print and electronic resources as both are necessary to the development of critical thinking and writing skills emphasized by the University.

GALILEO (Georgia Library LEarning Online) is an online library portal to authoritative, curated resources. The Oglethorpe community may access hundreds of databases indexing tens of thousands of periodicals and scholarly journals. Other resources include encyclopedias, business directories, government publications, primary and archival sources, and images.

In addition to GALILEO, the library subscribes to a number of scholarly, discipline-specific databases. Consortia memberships in AMPALS (Atlanta-Macon Private Academic Libraries), GPALS (Georgia Private Academic Libraries), and ARCHE (Atlanta Regional Council of Higher Education) (see [Sec. 10.10.](#)) provide Oglethorpe with access to members' libraries and services including interlibrary loan and interlibrary use privileges.

Access services include circulation, interlibrary loan, and print and electronic reserves. Students access appropriately licensed online materials through the campus learning management system. The Library also

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circulates Chromebooks, laptops, and calculators to students. Library 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. Damaging library resources is also a violation of both codes. A current PetrelPass or government-issued photo identification must be presented at the time of check out.

Library staff members are available during regular hours or by appointment. Reference librarians offer research assistant to students and provide information literacy instruction at the request of faculty members.

A scaffold-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 academic levels. This acquired skill set is a lifelong learning tool and adheres to information literacy standards created by the Association of College and Research Libraries (ACRL). The information literacy program provides outreach and instruction sessions for students as well as customized guides at the request of the faculty.

Oglethorpe Journal of Undergraduate Research (OJUR) is a scholarly journal promoting undergraduate research. It seeks to preserve and make available the academic and creative innovations of the campus constituency. The journal serves as both a digital repository of scholarly output and a platform for publishing works of the campus community that promote inventive and original works.

OJUR accepts scholarly works produced by current members of the Oglethorpe University community.

The aims of this journal are:

- To showcase campus scholarly endeavors
- To provide students an experience with open-access, peer-reviewed scholarly publishing
- To preserve and circulate the University's academic record

For more information and submission guidelines, see <http://digitalcommons.kennesaw.edu/ojur/>.

The library provides a destination for individual study, collaborative work, and a variety of campus programs. Computers, printers, study rooms, and a 24-Hour Room allow students to tailor the library physical resources to their own study needs. A fifty-seat, multimedia classroom and seminar space are often used by faculty for classes or events.

The beautiful library space is also a venue for many events including film showings, lectures, orientations, as well as for alumni and admission programs.

Current information and policies can be found on the library webpage at <http://library.oglethorpe.edu/>.

Patrons' expectation of privacy in how they use resources and materials is foundational to the concept of libraries. Adhering to the American Library Association Code of Ethics, the library "protects each library users' right to privacy and confidentially with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted." Only through court order may patrons' circulation histories be shared.

## 11. Honor Code

### 11.1. 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.

### 11.2. Definitions

#### 11.2.1. "Academic Program"

The academic programs of Oglethorpe University are: Traditional Undergraduate (TU) and Adult Degree Program (ADP). Academic program may refer to either one of these or to both.

#### 11.2.2. "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 HUB).

#### 11.2.3. "Course"

A specific course number and section number in a given semester.

#### 11.2.4. "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 or one regularly scheduled final exam is officially scheduled to meet on-campus.

#### 11.2.5. "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. 3.6.1.](#) 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

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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 *yahoo, 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.

#### **11.2.6. “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.

#### **11.2.7. “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.

### **11.3. 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:

- 11.3.1.** The unauthorized possession or use of notes, texts, electronic devices (including, for example, tablets, computers and smartphones), online materials or other such unauthorized materials/devices in fulfillment (or in an attempt at fulfillment) of course requirements.
- 11.3.2.** Copying another person’s work or participation in such an effort.
- 11.3.3.** 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.
- 11.3.4.** Forging or deliberately misrepresenting data or results. Submitting results of an experiment, at which one was not present or present for less than the full time, as one’s own.
- 11.3.5.** 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

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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.

- 11.3.6.** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 11.3.7.** Making unauthorized copies of graded work for future distribution.
- 11.3.8.** Claiming credit for a group project to which one did not contribute.
- 11.3.9.** 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 course work.
- 11.3.10.** Submitting one's own work for a course that was previously submitted for the same course, or another course, without proper citation.
- 11.3.11.** 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.
- 11.3.12.** 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.
- 11.3.13.** 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.

#### **11.4. 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

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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.

### **11.5. 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.

### **11.6. 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:

- 11.6.1.** To make clear how the honor code applies in courses and to follow appropriate procedures.
- 11.6.2.** To include in each syllabus both the definition of cheating found in [Sec. 11.2.7.](#) 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.
- 11.6.3.** 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.

- 11.6.4.** To take *reasonable* steps to decrease the likelihood of academic fraud on the part of students in a course.
- 11.6.5.** To implement sanctions and directives imposed by the honor council within five academic business days of notification.
- 11.6.6.** 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.
- 11.6.7.** To submit to the honor council all reports of suspected academic fraud, even in cases where the student has admitted culpability.
- 11.6.8.** To serve on the honor council when duly selected.
- 11.6.9.** To testify truthfully before the honor council when duly summoned.
- 11.6.10.** 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.

## **11.7. Student Responsibilities**

Students are responsible for avoiding both the appearance and the actuality of cheating by:

- 11.7.1.** Following directions.
- 11.7.2.** Doing their own work and taking precautions against others copying their work.
- 11.7.3.** Not giving or receiving aid beyond what is authorized by the instructor.
- 11.7.4.** 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 course work.
- 11.7.5.** Not lying.
- 11.7.6.** Not stealing.
- 11.7.7.** 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).
- 11.7.8.** Having any electronic communication device silenced and stored in a location out of immediate line of sight or access. Prior arrangements must be made with the instructor (if he/she deems them necessary) if any deviation from this standard is absolutely required.

- 11.7.9.** 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.
- 11.7.10.** Submitting to an appropriate person (see [Sec. 11.9.](#)) all reports of suspected academic fraud one observes among his/her peers.
- 11.7.11.** 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.

## **11.8. The Honor Council**

The honor council corpus consists of student representatives from each of Oglethorpe's academic programs, faculty representatives and a secretary, who is a tenured senior faculty member. For students, the minimum qualifications for service include academic good standing (see [Sec. 6.22.1.](#)), financial and financial aid good standing (see [Sec. 5.15.](#)), 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).

### **11.8.1. Election of TU Student Members**

Each spring semester a notice will be sent to all TU students inviting them to either apply for a position on the honor council for the subsequent academic year or to nominate a peer(s) to serve. 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 encouraged to apply for membership.

All those who apply or are nominated 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 other information collected and can, by unanimous consent, strike any person who has applied or been nominated 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 or were nominated 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. After the period allowed for voting has expired and the vote totals have been reported to the secretary, the names of those who were stricken in advance will be eliminated from the roster. The top 12 remaining TU vote recipients will have been elected to the honor council for the subsequent academic year. In the case of a tie for 12th place, the same three-person review group defined above will meet to randomly select the winner from among those tied. 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 semester.

#### **11.8.2. Selection of ADP 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 ADP 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 ADP 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 semester.

#### **11.8.3. 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

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years, and having been at Oglethorpe two years or less. The same three-person review group defined in the [Sec. 11.8.1](#) 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. 11.8.1](#) 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.

#### **11.8.4. Training New Honor Council Members**

Once the new TU, ADP 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, ADP and faculty honor council members will receive formal training near the start of their first regular (fall or spring) semester of service.

#### **11.8.5. 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 six TU students, three ADP students, three faculty members and one secretary. Each full honor council will have its own meeting time for TU and ADP cases.

For a TU case (that is, a case where the accused is enrolled in the TU program), the ADP 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 ADP program, three of the TU students will not participate, leaving three TU students and three ADP students 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 10 persons.

#### **11.8.6. Definitions**

##### **11.8.6.1. “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 10 persons on the given full honor council may serve on a particular investigatory panel. Investigatory panels carry out “Investigations.”

##### **11.8.6.2. “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 10 persons on the given full honor council may serve on a particular judicial panel. Judicial panels carry out “Hearings.”

##### **11.8.6.3. “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.

##### **11.8.6.4. “Honor Council”**

A generic term which can mean the entire honor council corpus or any subset of that collection, including investigatory and judicial panels.

#### **11.8.7. Honor Council Officers**

##### **11.8.7.1. 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.

#### **11.8.7.2. Secretary**

A tenured, senior faculty member with prior honor council experience serves as secretary. The secretary is appointed by the provost for a period of at least one year. The secretary's 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 secretary 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, each spring semester the secretary will present a report to the faculty at one of its final two regularly scheduled meetings, 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.

#### **11.8.7.3. Process Information Officers**

Early each semester, at least one, and up to three, process information officers (PIOs) shall be selected from among the TU students serving on each of the two full honor councils. While each full honor council can decide how its PIOs are determined, students with prior honor council experience are to be favored, as are those who express interest in serving in this capacity. Each PIO will receive additional training and instruction in honor council and honor code requirements and procedures, and each will be required to pass an examination (written and/or oral) prior to any actual PIO service. The term of service is approximately one semester, although reappointment following successful service is allowed.

When a student is notified of a pending honor code charge, he/she will also be given the name and contact information of one or more PIOs. The accused student will be encouraged to contact a PIO to set up an appointment. While the accused is not required to meet with a PIO, such a meeting is strongly advised. Meetings between the PIO and the accused shall be scheduled at the PIO's convenience. The offer of a PIO is extended as a courtesy to the accused, not a right. This courtesy is intended to facilitate the general knowledge and decision making ability of the accused. This courtesy may be waived by the accused.

The PIO's duties will be to supply:

- Accurate information to the accused about honor code and honor council processes, terminology and timelines. Examples would include informing the accused about the meaning of Class I and Class II charges (and what controls whether a given charge receives one or the other of these designations), liable and not liable pleas (and the possible consequences of

each such plea), investigatory and judicial panels (and what each does, and how), how honor council decisions are made, potential sanctions, etc.;

- Accurate advice to the accused concerning his/her rights under the code, including the right to offer an opening and closing statement, the right to examine all evidence prior to the conclusion of each meeting, the right to query honor council members, accusers and other witnesses, and so forth. See [Sec. 11.11.](#) for a more extensive list of rights.
- Accurate information to the accused concerning his/her responsibilities under the code, including showing up for each scheduled meeting (or requesting an extension, if appropriate), interacting honorably with the honor council, keeping honor council matters confidential, etc.

A PIO will never be permitted to:

- Give an accused student advice on how to circumvent or stymie the honor code or honor council or their various processes.
- Advise the accused on how he/she ought to plead.
- Serve as an advocate for the accused.
- Serve as a character witness or advisor during any subsequent meeting of an investigatory or judicial panel which will consider the accused student's case.
- Serve on any investigatory or judicial panel involved in adjudication of the accused student's case.
- Proffer an opinion on the likely outcome of the accused student's case or on the likelihood of potential sanctions.

While PIOs are always TU students, the PIOs will serve students in all academic programs (TU and ADP) who have been accused of suspected honor code violations.

While PIOs are highly trained and are expected to accurately inform accused students in the ways described above, it is the responsibility of every student to know and understand the honor code. Therefore receiving allegedly inaccurate advice from a PIO will not be cause for finding a student not liable of a cheating charge, nor will it be a mitigating factor concerning selection of a sanction.

#### **11.8.8. 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 to the faculty along with any recommendations at one of the faculty's final two regularly scheduled meetings of each academic year.

#### **11.9. 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 form is available online (at O:\Public\Forms as well as <https://conduct.oglethorpe.edu/honor-code/student/> (student reporting form) and <https://conduct.oglethorpe.edu/honor-code/faculty/> (faculty

reporting form). 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, the 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, or the director of the academic success center. 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 secretary 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.

#### **11.10. 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

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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 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.

## **11.11. Fundamental Rights and Procedures Pertinent to All Investigations and Hearings**

### **11.11.1. 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:

- 11.11.1.1.** 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.
- 11.11.1.2.** 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.
- 11.11.1.3.** 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.
- 11.11.1.4.** 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.
- 11.11.1.5.** 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. 11.10.](#)
- 11.11.1.6.** 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.
- 11.11.1.7.** 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.

- 11.11.1.8.** 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.
- 11.11.1.9.** 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.
- 11.11.1.10.** 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.
- 11.11.1.11.** 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.

#### **11.11.2. 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):

- 11.11.2.1.** 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 including 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.
- 11.11.2.2.** If, on any previous occasion, the accused person has appeared before an investigatory or judicial panel on a charge of cheating then:
  - 11.11.2.2.1.** 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.
  - 11.11.2.2.2.** If the previous appearance resulted in a not liable decision, then a three-person review group, the composition of which is defined in [Sec. 11.8.1.](#), 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. 11.11.2.2.1](#). 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.

- 11.11.2.3.** 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*.
- 11.11.2.4.** 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.
- 11.11.2.5.** The presiding officer is charged with collecting and counting ballots resulting from secret votes.
- 11.11.2.6.** 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.
- 11.11.2.7.** 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.
- 11.11.2.8.** 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).



- 11.11.2.9.** 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. 11.19.](#)) as soon as possible after the investigation or hearing concludes, and certainly within the ensuing three academic business days.
- 11.11.2.10.** 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.
- 11.11.2.11.** 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) or members of the honor council (including PIOs) prior to an investigation or hearing shall be admissible evidence and shall be construed as a most serious breach of conduct, punishable according to [Sec. B.1.](#), [Sec. B.2.](#), [Sec. B.3.](#) and/or [Sec. B.14.](#) of the Oglethorpe code of student conduct.
- 11.11.2.12.** 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.
- 11.11.2.13.** 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.
- 11.11.2.14.** 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.

## **11.12. 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. 11.10.](#) Also, this notice, or another sent soon thereafter, will provide contact information for one or more PIOs (see [Sec. 11.8.7.3.](#)). If the complainant is a faculty or staff member, the accused will be

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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. 11.11](#) 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:

**11.12.1.** 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:

**11.12.1.1.** The accused person has never before been found liable of an honor code charge.

**11.12.1.2.** 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.

**11.12.2.** 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. 11.11.2.3](#).) 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.

### **11.13. 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:

- 11.13.1.** 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.
- 11.13.2.** 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.
- 11.13.3.** The accused agrees to complete the "Academic and Intellectual Traditions" course (see [Sec. 11.22.](#)) within the timeframe specified by the investigatory panel.

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- 11.13.4.** A fully-adjudicated Class II case (meaning one where the provisions of [Sec. 11.13.1.](#) through [Sec. 11.13.3.](#) have all been satisfied) is not appealable according to the provisions of [Sec. 11.23.](#), 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 [Sec. 11.13.1.](#) through [Sec. 11.13.3.](#) 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.

#### **11.14. 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. 11.12.](#) and [Sec. 11.13.](#) 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.

- 11.14.1.** If the accused pleads liable to the charge, then the panel must vote to accept or reject that plea.

**11.14.1.1.** Under extraordinary circumstances, the panel may reject a liable plea and decide to dismiss the charges against the accused.

**11.14.1.2.** 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. 11.23.](#) Further, such persons automatically waive any future appearances before the honor council related to the charge to which the accused has pleaded liable.

**11.14.2.** 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:

**11.14.2.1.** The panel finds the accused not liable. The charges are dismissed and the matter is concluded.

**11.14.2.2.** 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.

### **11.15. 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. 11.12.](#) and [Sec. 11.13.](#) 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.

### **11.16. 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. 11.13.](#)).
- 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. 11.13.](#)).

Both other situations derive from charges which were always classified as being of the Class I type:

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- 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.

**11.16.1.** 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. 11.16.2.2.](#) and [Sec. 11.18.](#)

**11.16.2.** If a hearing is for any reason other than those discussed in [Sec. 11.16.1.](#) (meaning the fourth bullet point above is relevant), then that hearing will occur in accord with all rights, obligations and procedures established in [Sec. 11.11.](#), 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:

**11.16.2.1.** 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 instance of an offense a second time once he/she has been found not liable by a judicial panel.

**11.16.2.2.** The judicial panel finds the accused liable. There are two possible instances:

**11.16.2.2.1.** 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. 11.18.](#)). 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. 11.18](#), 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.

- 11.16.2.2.2.** 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.

### **11.17. Special Timelines for Cases Originating Near the End of a Semester, 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 semester.

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 semester 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 semester, even if the case was submitted during the ten-academic-business-day period prior to the last day of final exams of the given semester. Reasons for such haste might include the fact that the student is scheduled to graduate that semester, 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 semester 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.

## **11.18. Sanctions**

### **11.18.1. 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:

- 11.18.1.1.** 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.
- 11.18.1.2.** 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.
- 11.18.1.3.** Requiring the liable party to satisfactorily complete the Academic and Intellectual Traditions class (see [Sec. 11.22.](#)) within a certain time period.
- 11.18.1.4.** Requiring the liable party to participate in time management counseling/instruction administered by the academic success center.
- 11.18.1.5.** 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. 11.18.1.1.](#) through [Sec. 11.18.1.3.](#) 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.

### **11.18.2. 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:

- 11.18.2.1.** 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.
- 11.18.2.2.** 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.
- 11.18.2.3.** 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.
- 11.18.2.4.** Requiring the liable party to complete the Academic and Intellectual Traditions class (see [Sec. 11.22.](#)) within a certain time period.
- 11.18.2.5.** 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 [Sec. 11.18.2.1.](#) through [Sec. 11.18.2.4.](#) 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 [Sec. 11.18.2.1.](#) through [Sec. 11.18.2.4.](#) 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.

### **11.18.3. For a Class II Charge**

As stated in [Sec. 11.13.](#), 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

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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 [Sec. 11.13.1.](#) and [Sec. 11.13.2.](#)). The investigatory panel must approve the proposed penalty.

#### **11.18.4. 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. 11.16.2.2.1.](#), which should be consulted.

- 11.18.4.1.** 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.
- 11.18.4.2.** 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.

#### **11.18.5. 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. 11.23.](#)) 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 semester, 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 semesters, meaning he/she cannot register for classes or even be on campus during the suspension period. Additional specific regulations governing readmission can be found in [Sec. 6.24.5.](#) of the *Bulletin*.

#### **11.18.6. 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. 11.23.](#)) 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. From the time the provost implements the expulsion until the expulsion period ends (if it does) the expelled student will absent him/herself from campus. Financial and financial aid matters related to expulsion are governed

by the appropriate section of the *Bulletin* as well as federal and state laws (if applicable). The protocol for expulsion depends on when the directive to expel is sent to the provost.

#### **11.18.6.1. Expulsion Protocol Prior to Posting of All Final Grades for a Semester**

If the directive to expel is sent to the provost prior to when final grades for the semester in which the infraction occurred are posted by the registrar, then the expulsion is an action which is retroactive to the start of the semester during which the precipitating event occurred. The secretary will inform the registrar to not post any grades for the student until the expulsion is fully resolved (including potential appeals). If the provost eventually expels the student then at that time the student will be assigned the grade of “W” in all classes in which he/she was enrolled when the directive to expel was sent to the provost, 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. If the student is not expelled by the provost, then the grades assigned by the various instructors at the conclusion of the semester will be posted by the registrar. It is possible that one (or more) of these grades will have been modified by action of the honor council. 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. 6.24.5.](#) of the *Bulletin*.

#### **11.18.6.2. Expulsion Protocol After Posting of All Final Grades for a Semester**

If the directive to expel is sent to the provost after the registrar has posted final grades for the semester in which the infraction occurred, then if the provost eventually expels the student the expulsion period commences with the start of the next semester. The grades which were posted for the semester during which the infraction occurred are permitted to stand, except that the student will be retroactively assigned the grade of “F” in any class wherein he/she committed an honor code violation which led to the expulsion. 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 after which the precipitating event occurred. Even if such a student has the ability to re-apply, 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 re-admission to Oglethorpe University. Additional specific regulations governing re-admission can be found in the *Bulletin*.

### **11.19. 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

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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. 11.20.](#)). 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.

## **11.20. 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. 11.8.](#)) 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

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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.

### **11.21. 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. 11.11.2.2.](#)) 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.

### **11.22. “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 on an as-needed basis during the fall, spring and summer semesters. The course will be scheduled by Academic Success in the A\_LAB 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. 11.19](#).

### **11.23. 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:

**11.23.1.** If the honor council deviated substantially from the rules and procedures laid out in the honor code in determining the case. Substantial deviations are of sufficient magnitude as to call into question the fundamental fairness of the proceedings or which may have influenced the outcome of the case.

**11.23.2.** 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. 11.23.1](#), or [Sec. 11.23.2](#). 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

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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 secretary 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.

#### **11.24. 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. 11.8.7.2.](#) and [Sec. 11.8.8.](#), and the ongoing recommendations mentioned above, the honor code should undergo a systemic and complete re-evaluation no less frequently than every five years.

#### **11.25. 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.



**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.

## 12. Campus Life

### 12.1. Office of Campus Life

The offices and programs of campus life support the academic mission of the University and enhance success of students through co-curricular and extracurricular services and activities. 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 see <http://oglethorpe.edu/life/>.

Below are snapshots of many of the events, organizations and services which are administered, facilitated and/or provided by campus life. Some additional relevant organizations and services were included separately in [Sec. 10.](#) of this Bulletin, which should be consulted.

#### 12.1.1. Athletics

##### 12.1.1.1. Intercollegiate Athletics

The University is a founding member of the Southern Athletic Association (SAA) and part of Division III of the National Collegiate Athletic Association (NCAA). Members of Division III may not award athletic-related aid to any student athlete. Oglethorpe 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 <http://oglethorpe.edu/athletics/>. Also, see [Sec. 6.22.3.](#) for information concerning academic requirements for student athletes.

##### 12.1.1.2. 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.

#### 12.1.2. Campus Safety

Campus safety maintains a safe and secure environment for all members of the Oglethorpe community.

Staff members are committed to performing 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

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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.

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. The following are provided, all of which bear on issues of safety and security:

- **Emergency notifications:** Via the OU Alert (see [Sec. 12.1.10.](#)), the campus safety director will work with other staff to send notification when there is an immediate threat to community health and safety.
- **Timely Warning:** The director of campus safety in conjunction with other staff issues timely warnings, these are campus notifications of a serious and continuing threat to the campus community.
- **Annual Security Report:** The director of campus safety oversees annual reporting via the Annual Security Report which identifies the number of reported crimes identified by the Clery Act that are on campus, campus property or near campus.
- **Crime log:** The director of campus safety maintains a daily crime log that includes entries for all crimes that occur within the geography of campus determined by the Clery Act and the campus safety staff's regular patrol.
- **Missing Student:** If a student who lives in on-campus student housing is determined to have been missing for 24 hours, the campus will be notified and an immediate search and investigation will commence by the director of campus safety, office of campus life and local authorities.

If there is an emergency, campus safety is available at (404) 504-1998. Emergency procedures are available on the campus safety website at <http://safety.oglethorpe.edu/>.

### **12.1.3. Counseling Services**

The Oglethorpe counseling center's mission is to support the personal growth and satisfaction of all students in order to enhance their full participation in the University's educational experiences. The counseling center provides a variety of services to meet the specific needs of students. Programs are designed to empower and motivate students to focus on issues relating to health and wellness. The counseling center upholds the Code of Ethics and Conduct of the State Board of Psychologists, based on foundations of confidentiality, integrity, and embracing and affirming differences.

Students come to the counseling center for a wide array of concerns. The most common issues that bring students to counseling are anxiety, depression, and relationship issues (with friends, romantic

partners, roommates, professors, parents or others). Other concerns include homesickness or adjustment to college, identity issues, controlling the use of alcohol and other substances, body image or eating problems, sleep disturbance, grief, and low self-confidence. Students may utilize counseling services on campus for a limited number of sessions or be referred out to a specialist for long-term counseling.

The director of counseling services, who is a licensed psychologist, runs the center and coordinates all services. The other therapists are at various stages of completing graduate degrees in psychology. The graduate student therapists are supervised closely by either the director or another licensed mental health professional.

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 own feelings, behaviors, relationships with others, and environments more accurately. Students are encouraged to examine their own values and priorities and to make choices that align with these priorities.

Services include:

- **Individual Counseling:** The Oglethorpe student meets one-on-one with a mental health therapist to discuss emotional concerns that are interfering with the ability to thrive academically and socially or to maintain a sense of well-being and pleasure. Individual therapy is generally time-limited.
- **Consultation:** Consultation with counseling center staff is available for anyone who is concerned about a student's emotional well-being. Consultation is provided to students, staff, faculty or parents who are concerned about an OU student. Counseling center clients may find it helpful for the counseling center to consult with accessibility services, athletics, or specific faculty in order to coordinate services for the client. Counseling center staff will not reveal a student's status as a counseling center client without permission from the student. The counseling center staff also consults with faculty and staff in other areas of the University about topics related to mental health, such as suicide prevention, how to access services, understanding specific mental health issues like depression, and neurodiversity.
- **Referral:** Any student who needs more regular and ongoing services than the counseling center can provide or who needs services the center does not provide will be referred to area providers. Note: Each student is responsible for the cost of any services obtained off campus.
- **Eligibility:** Georgia law requires anyone under age 18 to have written permission of a legal guardian (usually a parent) to receive ongoing services. Students under age 18 may be seen without parental permission in case of emergency for one session in order to assess the need for services.
- **Confidentiality:** All clients of the counseling center who are over age 18 have the right to expect 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, except in circumscribed situations specified by Georgia law. Exceptions to confidentiality are situations in which the therapist is concerned that a client may be in imminent

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danger of serious harm to self or others; client disclosure of an ongoing situation of abuse; neglect or exploitation of a minor child or an incapacitated adult; and court order signed by a judge. Counseling records are not included in a student's academic record and are not available to parents or University faculty or staff even with FERPA release. (See [Sec. 3.8.](#) for an explanation of FERPA guidelines.)

- Cost: All counseling center services are free.
- Psychiatry: Oglethorpe University does not provide psychiatry services. Students in need of medication evaluation will be referred off campus at their own expense.

For additional information go to <http://counseling.oglethorpe.edu/>.

#### **12.1.4. Cultural Opportunities**

##### **12.1.4.1. On-Campus**

There are numerous cultural opportunities for students outside the classroom, such as concerts, theatrical productions, and lectures. The Mack A. Rikard lectures expose students to leaders in business and other professions. The University Singers and Oglethorpe Winds perform every semester and sponsor seasonal events with guest artists. The Oglethorpe University Museum of Art sponsors exhibitions and 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.

##### **12.1.4.2. Off-Campus**

Oglethorpe is located eight miles from downtown Atlanta and just two miles from the city's largest shopping malls. 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. Civic engagement sponsors a series of domestic study trips to museums and places of cultural, political, and historical interest in the metropolitan Atlanta area.

#### **12.1.5. Dining Services**

Dining services at Oglethorpe couples great food with a great atmosphere. Visit <http://oglethorpe.campusdish.com/> for more information.

All students living on-campus must participate in the University's meal plan and present their Petrel Pass to receive meals. 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 residing in double rooms in Greek Houses and students who are Gables residents have the Greek or Gables meal plan. All students enrolling fall semester 2018 and beyond who commute or decide to commute later during

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their enrollment are required to have the commuter meal plan. 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 loss of privileges. 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.

#### **12.1.6. Emergency Contact**

In the event of an emergency such as a life-threatening situation or serious illness, campus life staff 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 or their 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) 364-8321. For emergencies arising during non-business hours and on weekends, please contact campus safety at (404) 504-1998 for assistance.

#### **12.1.7. 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 four fraternities and five sororities. The fraternities are Alpha Phi Alpha Fraternity Inc., Chi Phi, Delta Sigma Phi and Sigma Alpha Epsilon. The sororities are Alpha Kappa Alpha Sorority Inc., Alpha Sigma Tau, Chi Omega, Epsilon Iota Psi and Sigma Sigma Sigma.

Membership in these organizations is voluntary and subject to guidelines established by the Interfraternity Council, the National Pan-Hellenic Council, the PanHellenic Council, and the director of student engagement and leadership; these guidelines include a minimum cumulative GPA requirement.

For additional information, including Greek life policies, go to <http://greeklife.oglethorpe.edu/>.

#### **12.1.8. Honors and Awards Presented to (or by) Students**

Multiple awards are presented annually at Commencement, at the Honors and Awards Convocation or during a special program held by the sponsoring organization. The awards are provided by the Student Government Association.

### **12.1.9. Mail Services**

The office of mail services is located on the ground floor of Lupton Hall and individual mailboxes are assigned to all residential 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.

### **12.1.10. OU Alert, the University 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.

### **12.1.11. Petrel Pass**

Each entering student is given a Petrel Pass, which is the official University identification for all students and employees.

Petrel Passes give 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
- 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 Residence Life Office located in the Student Commons with another photo ID displaying the student's name and date of birth. If the student has

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not previously received a Petrel Pass and is not on record, a proof of enrollment from the Office of Enrollment Services 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.

#### **12.1.12. 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 maintains a residential community of high-quality engagement that supports a vibrant co-curricular life within an urban liberal arts environment.

For additional information about residence life policies and regulations, visit <http://reslife.oglethorpe.edu/>.

##### **12.1.12.1. Membership in the Community**

As members of the Oglethorpe campus community, residential students have a specific set of rights and responsibilities. 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.

##### **12.1.12.2. 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.
- Tell the truth and be honest in all interactions with the community.
- 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.

### **12.1.12.3. Residence Life Staff**

The residence life professional staff members fall under the supervision of the assistant dean of students. These staff members are student affairs professionals who work and usually live on-campus. They are trained and experienced in residence hall operations, supervision of RAs, and guiding RA programming. 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.

### **12.1.13. Student Involvement**

The mission of Student Involvement ("SI") is to enhance the collegiate experience by offering intentional programming to develop student leaders. The pillars SI teaches promote student engagement, inclusion/diversity, Petrel pride, and well-being. SI accomplishes this mission by providing programs and events in:

- Leadership development
- Intercultural affairs
- Campus events and programming
- Student government
- Connections to student organizations
- New student orientation
- Atlanta events
- Campus recreation
- Greek life

- Bystander intervention and training
- Family weekend

In addition, this office manages the Petrel Partners Program, a group of area businesses offering discounts to the Oglethorpe community.

The office 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 student involvement seven business days prior to the event. Once the event has been confirmed, students may take advantage of the resources provided by the student activities office.

#### **12.1.14. 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 or four 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. ADP funds are administered by Student Involvement. For more information, go to <http://activities.oglethorpe.edu/clubs-organizations/student-government-association/>.

#### **12.1.15. 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, the PanHellenic Council, and other councils. 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 and athletic teams is limited to currently enrolled students at Oglethorpe. Eligibility to serve as an officer or represent the University in an official capacity in a student organization or team is restricted to full-time, currently-registered students in the TU program, who are in conduct good standing (see [Sec. 12.5.](#)) 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.

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 assistant director of student engagement and leadership at the beginning of each 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 <http://activities.oglethorpe.edu/clubs-organizations/>.

#### **12.1.15.1. 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, and the PanHellenic Council of 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 activities.

#### **12.1.16. University Health Partnership**

Oglethorpe University expects all students to have their own health insurance. Although students are free to seek medical care wherever they choose, Oglethorpe University is partnered with Peachtree Immediate Care which is located next to campus on the corner of Hermance Drive and Peachtree Road, to provide an array of health services for students during the academic year. They have a physician on staff 7 days a week with extended hours.

For additional information, go to <http://health.oglethorpe.edu/>.

For convenience, the campus life office in the Turner Lynch Campus Center student commons area keeps a general first aid kit for students.

### **12.2. Campus Life Policies, Procedures and Requirements**

Several policies, procedures and requirements which relate to students and student conduct are given in [Sec. 3.](#), including (but not limited to) the following:

- Accessibility Programs and Services ([Sec. 3.3.2.](#))
- Policy Prohibiting Discrimination, Harassment, and Retaliation ([Sec. 3.3.3.](#))
- Civility Statement ([Sec. 3.4.1.](#))
- Consensual Relationship Policy ([Sec. 3.4.3.](#))

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- Ongoing Requirements for Students to Report on Disciplinary and Criminal Matters ([Sec. 3.4.4.](#))
- United States Copyright Law Requirements ([Sec. 3.5.4.](#))
- Policies Relating to Digital Media, Information, and Communication ([Sec. 3.6.](#))
- Parking, Driving, and Vehicle Registration Policies and Regulations ([Sec. 3.7.](#))
- Family Educational Rights and Privacy Act (FERPA) ([Sec. 3.8.](#))
- General Policies for Handling Student Complaints, Appeals, and Requests for Exception ([Sec. 3.9.](#))

In addition, financial and financial aid information may be found in [Sec. 5.](#), and a considerable number of policies, procedures and requirements of an academic nature are provided in [Sec. 6.](#) through [Sec. 11.](#) Students are also specifically reminded of their obligations under [Sec. 1.1.](#) 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. Because of its complexity, the Policy on Sexual Misconduct is included in its own section, [Sec. 12.3.](#)

### **12.2.1. 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, honesty 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. 12.4.](#)).

### **12.2.2. 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: 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, 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. 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.

### **12.2.3. 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, 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.

### **12.2.4. Policy on Hazing**

Oglethorpe University prohibits hazing of any kind, and specifically any 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 all organizations. The University will protect the members of the community from hazing and uphold all federal and state laws that regulate or prohibit these behaviors. Violations will be brought to the student conduct process and local law enforcement.

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, drugs, or other substances.
- Inappropriate touching and paddling in any form.
- Creation of excess fatigue.
- Physical and psychological shocks.
- Engaging in disruptive behavior.
- Morally degrading or humiliating games, online posts, and activities.
- Forced servitude.
- Excessive consumption of food or drink or limitation of food and drink.
- Removing, damaging, destroying, or altering property.

- Other 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 assistant dean of students/director of residence life. Staff will investigate all complaints and take appropriate action upon confirmation of a violation.

#### **12.2.5. 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 on certain holidays.

If a vehicle has a valid parking tag, and an occupant has a valid Petrel Pass, the vehicle will be freely admitted onto campus.

Between 9:30 PM and 2:00 AM, if a vehicle has no permit or if the permit is out of date then the vehicle may not be allowed onto campus unless the following are accomplished:

- 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.

#### **12.2.6. 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 requirements of the City of Brookhaven and DeKalb County's noise ordinance and outside noise of any kind must be avoided after 11 PM.

#### **12.2.7. Tobacco and Smoking Policy**

Oglethorpe aspires to be a tobacco-free campus. Use of tobacco, vaping and smoking are 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. Smoking, vaping and tobacco use are only permitted in designated areas. More information is online at <http://health.oglethorpe.edu/tobacco-policy/>.

### **12.2.8. 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.

### **12.2.9. Appearance**

The University expects students to maintain a neat appearance when attending class or campus events. Shoes and appropriate clothing are to be worn in all buildings and residence hall common areas.

### **12.2.10. 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. A student who has made an attempt or gesture must receive clearance from the counseling center (or designated off-campus professional) and/or the dean of students 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 required.

### **12.2.11. Alcohol and Drug Policy**

**12.2.11.1.** 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 in 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/guardian 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/guardian notification.
  - Referral to alcohol assessment and rehabilitation.

**12.2.11.2.** Possession, use, or distribution of drugs other than marijuana will result in immediate suspension or expulsion from the University and Brookhaven Police Department will be called. Possession and/or evidence of distribution of marijuana may result in immediate suspension or expulsion from the University and Brookhaven Police Department will be called. Possible sanctions for use and/or possession of marijuana and/or paraphernalia are:

- First violation:
  - Disciplinary probation until graduation or separation from the University.
  - Parental/guardian 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/guardian notification.
  - Referral to drug assessment and counseling.

**12.2.11.3.** 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 the common areas 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.
  - Required participation in alcohol educational program.
  - Fine up to \$120 or restitution hours up to sixteen.
- Third violation:
  - Disciplinary probation for one year or two semesters.
  - Parental/guardian notification.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Possible suspension for one semester.
- Fourth violation:
  - Suspension for at least one full semester after incident.
  - Parental/guardian notification.



- Referral to alcohol assessment, counseling and/or rehabilitation.

**12.2.11.4.** 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 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.

**12.2.11.5.** 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:
  - Involvement of Brookhaven Police.
  - Disciplinary probation until graduation or separation from the University.
  - Parental/guardian 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 least one full regular (fall or spring) semester after incident.

- Second violation:
  - Suspension for at least one full regular (fall or spring) semester after incident.
  - Parental/guardian notification.
  - Referral to alcohol assessment and rehabilitation.

**12.2.11.6.** 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. 12.2.11.1.](#)).
- Second violation:
  - Disciplinary probation for two semesters.
  - Parental/guardian notification.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Educational alcohol/drug counseling.
  - Possible suspension.
- Third violation:
  - Suspension at least one full semester beyond semester of incident.
  - Parental/guardian notification.
  - Referral to alcohol/drug assessment and counseling.

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.

**12.2.11.7.** 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
  - Involvement of Brookhaven Police.
  - Disciplinary probation until graduation or separation from the University.
  - Parental/guardian notification.
  - Educational Alcohol Counseling.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Permanent loss of driving privileges until graduation or separation.

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- Possible suspension for at least one or more regular (fall or spring) semesters after incident.
- Second violation
  - Suspension for at least one full regular (fall or spring) semesters after incident.
  - Parental/guardian notification.
  - Referral to alcohol assessment and rehabilitation.

**12.2.11.8.** 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. 12.2.11.1.](#)).
- Second violation
  - Disciplinary probation for two semesters.
  - Parental/guardian notification.
  - Fine up to \$240 or restitution hours up to thirty-two.
  - Educational alcohol/drug counseling.
  - Possible suspension.
- Third violation
  - Suspension at least one full semester beyond semester of incident.
  - Parental/guardian notification.
  - Referral to alcohol/drug assessment and counseling.

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.

### **12.2.12. Medical Amnesty and Good Samaritan Protocols**

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 and other incidents may act as a barrier to students who would otherwise seek assistance themselves or for other students. It is for these reasons that the University maintains medical amnesty and Good Samaritan protocols. In these incidents, the primary concern is the well-being, health, and safety of students.

#### **12.2.12.1. Medical Amnesty Protocol**

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

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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 seek 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.

#### **12.2.12.2. Good Samaritan Protocol**

The University recognizes that there may be other situations, outside of those involving alcohol and drugs, which may pose a threat to the well-being, safety, or health of students. In those instances, any student seeking help from University personnel due to concerns of safety or health may be excused from conduct proceedings related to violations discovered only as a result of seeking that help. University personnel includes student staff members who are formally charged with monitoring assigned areas of campus.

In order to qualify for the Good Samaritan protocol, the student must seek help 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 this protocol. 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 Good Samaritan are considered not met and the

student or organization is subject to the conduct process as outlined in the code of student conduct.

Good Samaritan protocol 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.

### **12.3. Policy On Sexual Misconduct**

Oglethorpe University is committed to maintaining a safe learning and working environment that is free from sexual violence, discrimination, and harassment. The University will take prompt action to address the issues, remedy the effects of such misconduct, and work to prevent reoccurrence. The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime. The University, along with the U.S. Department of Education and its Office for Civil Rights (OCR), believes that providing all students with an educational environment free from discrimination is critically important.

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. section 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance. Oglethorpe University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs including in the context of employment. The University believes all members of the community have the right to be free from any form or effects of sexual violence, discrimination, and harassment and is committed to prevention through mandatory, ongoing training for employees and students. The University conducts climate surveys to assess and develop policies and programs.

Oglethorpe prohibits all forms of sexual misconduct, which include but are not limited to, sexual assault, rape, sexual harassment, gender-based harassment, stalking, intimate partner/dating violence, domestic violence, sexual coercion or intimidation, and sexual exploitation. This policy applies to conduct of students, faculty, staff, and other individuals associated with the University which occurs on campus or within a University program or activity. The University actively encourages all members of the community to report and take action to make the University a safe, welcoming, and respectful environment. The University will respond meaningfully to any reports of sexual misconduct while affording all members of the community a fair process.

#### **12.3.1. Definitions of Prohibited Conduct**

**12.3.1.1. "Sexual Assault"** is any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes, but is not limited to, intentional touching or fondling of another person's intimate parts without that person's consent; other intentional sexual contact with another person without that person's consent; and coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent.

**12.3.1.2. "Rape"** is penetration, no matter how slight, of the vagina or anus, with any body part or object; or oral penetration by a sex organ of another person, without the consent of the victim. This

offense includes the rape of both males and females.

- 12.3.1.3. “Statutory Rape”** is sexual intercourse with a person who is under the statutory age of consent.
- 12.3.1.4. “Sexual Harassment”** is unwelcome conduct on the basis of sex, sexual orientation, gender identity, or gender expression, that is so severe, pervasive, or objectively offensive that it effectively denies a person equal access to University education programs or activities. The conduct may be unwelcome sexual advances, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise. This definition includes a school employee conditioning an educational benefit or service upon a person’s participation in unwelcome sexual conduct in the form of a quid pro quo.
- 12.3.1.5. “Gender-Based Harassment”** is harassment based on sex, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal, physical, graphic, or otherwise. To qualify as gender-based harassment, the conduct need not involve conduct of a sexual nature.
- 12.3.1.6. “Stalking”** occurs when a person engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. A course of conduct consists of two or more acts, including, but not limited to, acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person’s property.
- 12.3.1.7. “Intimate Partner Violence”** includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, spousal, domestic, or other intimate relationship with the respondent. The University will not tolerate intimate partner violence of any form. Intimate partner violence can encompass a broad range of behavior including, but not limited to, physical violence, sexual violence, psychological and/or emotional violence, and economic abuse. It may involve one act or an ongoing pattern of behavior. Intimate partner violence may take the form of threats, assault, property damage, violence or threat of violence to one’s self, one’s sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate Partner Violence affects individuals of all sexes, sexual orientations, gender identities, gender expressions, races and social or economic backgrounds.
- 12.3.1.7.1. “Dating Violence”** is a form of intimate partner violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the person subjected to such violence. Whether there was such a relationship will be determined based on, among other factors, the complainant’s and respondent’s statements, and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the parties involved in the relationship.

**12.3.1.7.2. “Domestic Violence”** is a form of intimate partner violence and is a felony or misdemeanor crime of violence committed by: (1) a current or former spouse or intimate partner of the victim; (2) a person with whom the victim shares a child in common; (3) a person who is cohabiting with, or has cohabitated with, the victim as a spouse or intimate partner; (4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence has occurred.

**12.3.1.8. “Sexual Exploitation”** occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person’s consent. Examples of sexually exploitive behavior include: prostituting another person, recording images (video, photograph) or audio of another person’s sexual activity, intimate body part, or nakedness without that person’s consent; distributing images or audio of another person’s sexual activity, intimate body parts, or nakedness when the distributor knows, or should have known, the person depicted in the images or audio did not give consent to such disclosures and/or objected to such disclosure; viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have the reasonable expectation of privacy, without that person’s consent and for the purpose of arousing or gratifying sexual desire.

## **12.3.2. Related Definitions**

**12.3.2.1. “Consent”** is a clear, informed, unambiguous, mutual and voluntary agreement that must be given by participants in order to engage in sexual activity. Consent must be actively, not passively, given 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.

Being under the influence of alcohol or drugs does not diminish one’s responsibility to obtain consent. The mere fact of a current or previous consensual dating or sexual relationship between the two parties does not itself imply consent or preclude a finding of sexual violence.

In determining a violation of policy and determining whether consent was given, the following will also be considered:

- **“Force”** is the use or threat of physical violence to overcome an individual’s freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent obtained by force is not valid.

- **“Intimidation”** is the use of implied threats to overcome an individual’s freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent obtained by intimidation is not valid.
- **“Coercion”** is the improper use of pressure to compel another individual to initiate or continue sexual activity against that individual’s will. Consent obtained through coercion is not valid. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person’s words or conduct are sufficient to constitute coercion if they wrongfully impair another individual’s freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include, but are not limited to, threatening to “out” someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity. When someone indicates, verbally or physically, that they do not want to engage in a particular sexual activity, that they want to stop a particular activity, or that they do not want to go past a certain point of sexual interaction, continued activity or pressure to continue beyond that point can be coercive. The University will evaluate the following in determining whether coercion was used: (a) the frequency of the application of pressure, (b) the intensity of the pressure, (c) the degree of isolation of the person being pressured, and (d) the duration of the pressure.

### **12.3.3. Contact Information & Reporting Cases of Sexual Misconduct**

Incidents of sexual misconduct involving students, faculty, staff, or associated parties should be reported immediately to the University, police, or both.

If you or someone you know has experienced sexual assault, it is important to seek immediate medical attention. The county and city provide resources for victims of sexual assault via the 911 emergency system and Day League, 24-hour hotline: (404) 377-1428. Northside Hospital is located within 5 miles of the University at 1000 Johnson Ferry Rd NE, Atlanta, GA 30342 and is equipped to administer DNA exams.

The University strongly encourages students to report all crimes to the Brookhaven Police Department. Filing a police report will provide legal documentation in the event of a future offense by the same person, or if the decision is made to prosecute in the future. Filing a police report is distinct from making a complaint through the University’s grievance process. The University provides all students with resources and procedures located on the Oglethorpe website that contains information about policy, next steps, and resources.

To file a complaint and initiate the University’s grievance process for an alleged violation of this policy, or to seek University support for a victim, contact any of the people listed below.

Title IX Coordinator: Regina Mincberg  
(404-504-1225)

[rmincberg@oglethorpe.edu](mailto:rmincberg@oglethorpe.edu) or [titleix@oglethorpe.edu](mailto:titleix@oglethorpe.edu)

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Deputy Title IX Coordinator: Sandy Butler  
(404) 364-8325  
[sbutler@oglethorpe.edu](mailto:sbutler@oglethorpe.edu)

Dean of Students & Vice President of Campus Life: Michelle Hall  
(404-364-8336)  
[mhall@oglethorpe.edu](mailto:mhall@oglethorpe.edu)

- Assistant Dean of Students or a member of the residence life staff (404-364-8520)
- Campus safety (404-504-1188)
- The Director of Counseling (404- 364-8456)

After business hours, the residence life staff member on call or Campus Safety Director may be contacted by calling campus safety (404-504-1998).

#### **12.3.4. Request Not to Pursue a Complaint and/or for Confidentiality**

A Complainant may determine in response to a report, or after filing a complaint that he or she does not wish to pursue a resolution through the University, or that he or she wants his or her identity to remain confidential. The University takes such requests seriously. However, such requests may limit the University's ability to respond to a complaint.

Title IX requires the University to evaluate the request(s) that a complaint not be adjudicated or that the Complainant's identity be kept confidential in the context of the University's commitment to provide a reasonably safe and nondiscriminatory environment and the fairness of the Respondent to be informed of the allegations and their source. In the case of confidentiality, some level of disclosure may be necessary to ensure a complete and fair investigation, although the University will comply with requests for confidentiality to the extent possible. If the Title IX Coordinator determines that it must disclose a Complainant's identity to a Respondent, it will inform the Complainant prior to making this disclosure.

When the University is in receipt of a request not to pursue a complaint altogether or to cease an investigation, Title IX requires the University to take reasonable action in response to the information known to it; thus, the Title IX Coordinator may determine to bring the case on behalf of the University. The Title IX Coordinator is responsible for making determinations concerning requests not to pursue a complaint or for confidentiality. In order to evaluate a request not to pursue a complaint or for anonymity, the Title IX Coordinator will consider the following factors: the seriousness of the alleged sexual misconduct, the complainant's age, circumstances that suggest there is an increased risk of the respondent committing additional acts of sexual violence or other violence (e.g., whether there have been other sexual violence complaints about the same respondent, whether the respondent has a history of arrests or records from a prior school indicating a history of violence, whether the Respondent threatened further sexual violence or other violence against the student or others, and whether the sexual violence was committed by multiple perpetrators), whether the sexual violence was perpetrated with a weapon; whether the school possesses other means to obtain relevant

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evidence, and the Respondent's right to receive information about the allegations if the information is maintained by the University as an "education record" under the Family Educational Rights and Privacy Act (FERPA; see [Sec. 3.8.](#)). These factors are not an inclusive exhaustive list; other factors could also be considered.

The University will always notify the local law enforcement of any alleged sexual misconduct involving minors and make any other mandated reports to law enforcement as required under state or federal law.

### **12.3.5. Grievance Process**

This section outlines steps in the grievance process to be carried out by the University when a formal complaint is filed for violation of this policy. The formal complaint may be initiated by someone who reports their own experience of sexual misconduct directly to the University and seeks to file a complaint, or someone who is advised of their right to file a complaint after a report has been made by a third party. The University may also elect to move forward with a complaint independently and act as a University complainant.

By reporting an incident to a University official, the Title IX coordinator will be notified and, with appropriate University officials, will take immediate action to ensure safety and minimize recurrence of any sexual misconduct and/or violence. All reports of sexual misconduct will be treated seriously. The Title IX Coordinator will make an initial determination whether the reported conduct appropriately falls under this policy (such determination may be revisited throughout the process), and begin engaging parties involved. The Title IX Coordinator will offer supportive measures, as described below, and respond meaningfully to all reports of sexual misconduct regardless of whether a party wants to move forward with the grievance process.

The grievance process provides for a prompt and equitable resolution to complaints of sexual misconduct. All parties are expected to fully participate and adhere to proscribed timeframes. Proceedings may continue without a party's participation in the case of untimely participation, untimely response, or refusal to participate. Timeframe exemptions may be allowed for good cause at the discretion of the Title IX Coordinator or Hearing Coordinator.

The University is committed to a fair and equal process for all parties. A student responding to a complaint is presumed not responsible, throughout the grievance process until otherwise determined by the appropriate decision makers or the Respondent admits responsibility. The burden of proof for a violation of the sexual misconduct policy is a preponderance of the evidence, and such burden rests on the University. The Title IX Coordinator, assigned Investigator, and decision makers must not have any conflicts of interest or bias against the Complainant and Respondent. All parties are expected to be truthful in statements and participation in the reporting, complaint, and grievance process. Dishonesty or false statements will not be tolerated and may impact an individual's rights or standing in the process in addition to consequences in student code of conduct.

The University will make and retain records of reports, complaints, and relevant portions of the grievance process in accordance with the University records retention policy. Parties are prohibited from making their own copies or recordings of meetings, hearings, or any documents not submitted

by themselves. This includes, but is not limited to, audio, video, and photographic means of duplication.

#### **12.3.5.1. Complaint Intake & Initial Meetings**

The Complainant and the Respondent will both be asked to meet with the Title IX Coordinator to discuss a potential grievance process and review any questions they may have. The Title IX Coordinator will provide the Complainant and Respondent with written information about the process, including a statement of rights and information on available support resources. Both parties will be asked to provide written statements to the Title IX Coordinator at or after the initial meeting. The Title IX Coordinator will designate a reasonable timeline for the statements and paperwork to be completed. A complaint may not be considered formally filed until all paperwork is complete.

Once the initial meetings have taken place, and the initial information has been received, the Title IX Coordinator will notify both parties if the University will open an investigation, and provide information in writing containing sufficient details to permit them to prepare for an interview and factual investigation. The Title IX Coordinator will assign an Investigator and share the Investigator's name and contact information with the Complainant and the Respondent. The complaint and any other relevant information will be forwarded to the Investigator.

#### **12.3.5.2. Investigation**

Upon being appointed, the Investigator will promptly begin his or her investigation. The investigation may involve conducting interviews with the Complainant, the Respondent, and witnesses; collecting and preserving relevant evidence (in cases of corresponding criminal complaints, this step may be coordinated with law enforcement agencies); reviewing law enforcement investigation documents reviewing student and personnel files; or other appropriate steps taken in an investigation. The investigation will be adequate, reliable, impartial, and prompt, and include the opportunity for both parties to present witnesses and other evidence.

The Complainant and the Respondent will receive written notice in advance of any interview and be provided sufficient time to prepare for meaningful participation (and/or to reschedule within one week). All parties and witnesses are expected to cooperate with the investigation. Failure to attend, failure to reschedule meetings, or undue delay may result in proceeding without participation.

Throughout the investigation, the Complainant and Respondent will be provided periodic status updates where appropriate. During the investigation, all parties will be treated equitably. All investigations will be kept as confidential as possible and any information gathered during the investigation is disclosed only on a "need to know" basis.

At the conclusion of the investigation, the Investigator will prepare the investigative report. The investigative report will summarize the relevant exculpatory and inculpatory evidences. The report may include, but is not limited to, items such as summaries of all interviews conducted,

photographs, descriptions of relevant evidence, summaries of relevant electronic records, and a detailed report of the events in question.

The Investigator will provide both parties with timely and equal access to review the written report with the Investigator to make any necessary modifications/corrections. Both the Complainant and Respondent have the opportunity to respond in writing to the report. The Title IX Coordinator may ask for further clarifying questions of the Complainant, Respondent, or Witnesses to supplement the investigative report.

#### **12.3.5.3. Review of Investigative Report**

The Title IX Coordinator will review the final investigative report and determine whether there is sufficient information to support charging the Respondent with a violation(s) of policy. If a determination is made that the available information will *not* support a violation, then the Respondent will not be charged, and the Complainant and Respondent will simultaneously be provided written notice of that determination.

If the Title IX Coordinator determines that there is sufficient evidence that a Respondent may have committed a violation of this policy, then the Title IX Coordinator will refer the matter to the Hearing Coordinator, who will then begin the process of convening a Hearing Panel. The determination to refer a case to the Hearing Coordinator does not predetermine that the Respondent is or will be found responsible for a policy violation.

The Title IX Coordinator may also offer an Informal Resolution at this point.

#### **12.3.5.4. Hearing Coordinator & General Rules for Hearings**

The Hearing Coordinator is charged with coordinating and overseeing the hearing process, appeals process, and resulting sanctions and/or remedies. The Hearing Coordinator has full discretion in the administration of all aspects outlined in this Section through [Section 12.3.5.10](#), and wherever it may be necessary, in order to ensure a fair, orderly, and efficient process.

The Hearing Coordinator will convene a Hearing Panel, which is comprised of three impartial individuals employed by the University. The hearing will be closed to all but the Hearing Coordinator, the Hearing Panel, the Title IX Coordinator, the Complainant, the Respondent, the Advisors and/or Advocates if applicable, the Investigator, and the Witnesses.

The Hearing Coordinator will schedule the hearing in a timely manner and at a date and time where all necessary parties are available. The Hearing Coordinator will secure a space that is appropriate, private, and provides sufficient space for the parties to confer and the witnesses to wait.

The Hearing Coordinator will recognize an individual before they are permitted to speak at the hearing. No interruptions will be tolerated, and the Hearing Coordinator may remove any individual who is speaking out of turn or becoming disruptive. Parties are instructed and expected to submit all relevant evidence during the investigation phase, however if a party

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requests to introduce a new statement or evidence at the hearing, the Hearing Coordinator will make a determination about whether it is relevant, and whether its introduction at the hearing is for good reason. The Hearing Coordinator may admit the new statement or evidence and if necessary, may grant a recess or reschedule the hearing to allow both parties and the hearing panel time to review the new information. Brief breaks may be requested by either party or the Hearing Panel.

#### **12.3.5.5. Hearing Procedure**

The Hearing Panel will typically convene prior to the start of the hearing to review the investigative report and prepare questions. All hearings will generally follow the order of business listed below. Variations may occur depending on the circumstances of an individual case.

- The Hearing Coordinator will make introductions.
- The Hearing Coordinator will explain the hearing process.
- The Complainant may make an opening statement.
- The Respondent may make an opening statement.
- The Hearing Panel will ask questions of the Complainant.
- The Hearing Panel will ask questions of the Respondent.
- The Hearing Coordinator may call for a break where both parties meet privately with their respective Advisor/Advocate and submit any questions that they would like for the Hearing Panel to consider putting forth to the other party.
- The Hearing Coordinator will call any Witnesses to be questioned by the Hearing Panel.
- The Hearing Panel may pose further questions to either party in no particular order.
- The Complainant may make a final statement.
- The Respondent may make a final statement.
- The Hearing Coordinator will dismiss all participants.
- The Hearing Panel will deliberate.

#### **12.3.5.6. Deliberation and Decision Making**

At the conclusion of the live hearing, the Hearing Panel will deliberate in private to determine if any violation(s) of policy occurred. If it is not possible for the Panel to make a decision on the same day as the hearing, the Panel will reconvene as soon as possible and shall meet until a decision is reached. The decision of the Hearing Panel shall be decided by majority vote, and responsibility will be determined based on a preponderance of the evidence.

The Hearing Panel will base its decision solely on the participants' statements, the investigative report, information presented at the hearing, and University policy and procedure. When there is more than one alleged code violation, the hearing panel will evaluate each charge separately. The Hearing Panel will make a finding whether the Respondent is:

- “Not Responsible.” The Respondent will be found not responsible when the Hearing Panel determines that it is more likely than not that the alleged behavior did not occur, and/or the alleged behavior occurred but was not in violation of University policy; or
- “Responsible.” The Respondent will be found responsible when the Hearing Panel determines that it is more likely than not that the alleged behavior did occur and that the behavior was in violation of University policy.

The Hearing Panel will make a determination of appropriate sanctions and/or remedies based on the facts of the case. The Hearing Coordinator and Title IX Coordinator may be present at deliberations to consult and ensure sanctions are consistent with relevant policies and historical institutional practices.

#### **12.3.5.7. Sanctions and Remedies**

The Hearing Panel may impose sanctions and/or remedies, including, but not limited to those set forth below. Specific requirements of each sanction will be determined by the Hearing Panel to most appropriately fit each finding. Based on the discretion of the Hearing Coordinator and Title IX Coordinator, the Hearing Panel may also consider prior conduct, complaints, and disciplinary history when determining severity of sanctions. Multiple sanctions may be imposed depending on the number and severity of responsible findings in each case. The Respondent may be imposed:

- Warning.
- Social probation, which may include restriction from particular buildings, areas of campus, and/or University activities.
- Educational requirements focused on substance use, anger management or other issues.
- Behavior contracts.
- Residential restriction or expulsion.
- Academic restriction, which may limit registration time or course selection.
- Suspension from the University with possible re-enrollment requirements or restrictions.
- Expulsion.

#### **12.3.5.8. Notification of Decision**

The Hearing Coordinator will provide a simultaneous written decision letter to both parties detailing the findings, sanctions, and remedies as determined by the Hearing Panel. The letter will include the process and deadline for submitting an appeal by either party.

Copies of the hearing decision may also be sent to the Dean of Students, Director of Campus Safety, and Director of Human Resources (in cases involving employees), and others as needed depending on the nature of any sanctions.

### 12.3.5.9. Appeal

Both the Respondent and Complainant may appeal the Hearing Panel decision. An appeal must be made in writing within five (5) business days of receipt of the decision letter.

The Hearing Coordinator will notify the Complainant or the Respondent if the other party submits an appeal and provide them with a copy of the appeal to be reviewed on campus. If either party is unable to come to campus, the Hearing Coordinator in conjunction with the Advocate/Advisor, may coordinate a remote review of the appeal. The non-appealing party will have five (5) business days from review of the appeal to prepare and submit a written response, if they choose to do so.

Upon receipt of an appeal and any response (or upon exhaustion of the deadline for a party to provide a written response), the Hearing Coordinator will call together an Appeals Committee to review the appeal and any written response. The three-member committee shall consist of the University President, serving as chair, and two members of the hearing panel pool (who did not serve on the original Hearing Panel) as selected by the Hearing Coordinator.

An appeal may be made on one or more of the following grounds only:

- a. There was a process or procedural error made that was significantly prejudicial to the outcome of the hearing as it affects the appealing party.
- b. New evidence, that was not available or known to the appealing party at the time of the hearing, has arisen, which when considered, may materially alter the outcome. Note: Evidence that the appealing student chose not to present at the time of the investigation is not considered new information.
- c. The sanctions were not appropriate for the specific policy violation for which the Respondent was found responsible.

An appeal is not a new hearing and the Appeals Committee will meet alone with the support of the Hearing Coordinator and Title IX Coordinator who can provide any requested information. The Appeals Committee will consider the merits of the appeal based only on the written appeal request, the hearing recording, written records of the case, and the Respondent's prior disciplinary history (if the appeal is based on the appropriateness of the sanction) in making its decision. Based on these materials, the Appeals Committee will:

- a. Reject the appeal if the Committee finds that the grounds for an appeal are unsubstantiated; or
- b. Reject the appeal if the Committee finds that any procedural errors were minor in nature and would not have altered the outcome of the hearing or the sanctions imposed; or

- c. Modify the sanction(s) if they are found to be inappropriate; or
- d. Remand the case to the Hearing Panel for further deliberation if new evidence, as described above, has arisen. In such cases the original Hearing Panel will be reconvened as soon as possible. If a member of the original panel is no longer available, the Hearing Coordinator will select a new member from the hearing panel pool; or
- e. Remand the case to the Investigator, or a new Investigator, then to a Hearing Panel for further deliberation if new evidence, as described above, has arisen.
- f. Remand the case to a new Hearing Panel for a new hearing when a substantial procedural error is determined to have occurred and has unfairly influenced the original hearing.

Once the Appeals Committee has made its decision, the Chair will notify the Respondent, the Complainant, the Hearing Panel, and the Dean of Students of its decision in writing. The Appeals Committee's decision is final and there are no further appeals permitted by either party.

#### **12.3.5.10. Record of Process**

An audio recording will be made of the hearing for the use of the Hearing Panel and the Appeals Committee. The audio recording and copies of all statements, evidence, and letters associated with the hearing will be maintained by the Hearing Coordinator in a case file in accordance with the University's record retention policy for a period of seven years after the conclusion of the case.

The hearing decision letter and the appeal decision letter, if applicable, will be kept in the Respondent's discipline file in accordance with the University's record retention for a period of seven years after the conclusion of the case. In cases where the sanction is expulsion or suspension, the hearing decision letter and appeal decision letter, if applicable, will be kept in the Respondent's permanent file.

#### **12.3.6. Interim Measures**

The Title IX Coordinator will respond to a report or complaint with prompt and equitable action that can include supportive measures or interim measures and steps to minimize the burden on the victim. These measures are non-disciplinary and non-punitive measures offered at the discretion of the Title IX Coordinator where appropriate, and as reasonably available, to protect the safety of all parties and deter sexual harassment. Supportive measures are available to both parties to preserve each individual's access to education.

Examples of interim or supportive measures include a "no contact" order, changes in class schedule, changes in residence hall assignments, or counseling. These measures will last throughout the grievance process and but may also be extended or made permanent by determination of a Hearing Panel or based on the terms of an Informal Resolution. Interim or supportive measures may also be



provided independent of formal complaint and last for a time period as determined by the Title IX Coordinator.

### **12.3.7. Retaliation**

The University does not tolerate retaliation or discrimination against any person, and/or their family and friends, who brings forward a complaint, who cooperates in the investigation of a complaint, or who participates in the discipline process for an alleged violation of this policy. The University will not only take steps to prevent retaliation, it will also take strong responsive action if retaliation occurs. Anyone who believes they have been retaliated against as a result of their involvement with an investigation and/or grievance process for an alleged violation of the policy on sexual misconduct should immediately report the alleged retaliation to the Title IX Coordinator. An independent investigation may be conducted, and appropriate disciplinary action will be taken, up to and including suspension or expulsion from the University, in the case of a student, and up to and including termination of employment, in the case of an employee.

### **12.3.8. Definitions of Roles (in Alphabetic Order)**

#### **12.3.8.1. Advisor**

An Advisor is an individual who serves in a support role throughout the grievance process. Typically this individual is outside of the University community, or is someone within the University community who is not specifically trained on Title IX. Both the Complainant and the Respondent have the right to an Advisor of their choosing. Members of the Hearing Panel or those who will be serving as witnesses in the case may not serve as an advisor. The role of the Advisor throughout the process and during the hearing is to provide support and advice to the student. At the student's request, the Advisor may be present any time their advisee is meeting with the Hearing Panel or other member of the University staff regarding the case. The Advisor may not speak on behalf of the student; the student must speak on their own behalf. The Advisor must maintain the confidentiality of the entire grievance process. Proceedings will not be rescheduled to accommodate an Advisor.

#### **12.3.8.2. Advocate**

By request of either party, the Title IX Coordinator will arrange for an Advocate who is within the University community, is trained in Title IX matters, and is knowledgeable about the policies and procedures set forth in this policy. The Advocate serves in a support role throughout the grievance process. The Complainant and/or Respondent may choose not to utilize the Advocate. At the student's request, the Advocate may be present any time their advisee is meeting with the Hearing Panel or other member of the University staff regarding the case. The Advocate may not speak on behalf of the student; the student must speak on their own behalf. The Advocate must maintain the confidentiality of the entire grievance process. Proceedings will not be rescheduled to accommodate an Advocate.

#### **12.3.8.3. Complainant**

The Complainant is a person who makes a complaint of an alleged violation of the policy on sexual misconduct.

#### **12.3.8.4. Conduct Officer**

At various places throughout this policy there will be references to a “conduct officer.” In this context, “conduct officer” means either the chief conduct officer or an individual who, by virtue of previous training concerning the Sexual Misconduct Policy, is qualified to substitute for the chief conduct officer.

#### **12.3.8.5. Confidential Resources**

Employees and officials at the University are responsible employees and required to report incidents of sexual misconduct. Students age 18 or older seeking confidential resources may consult with the University Counseling Center. In the State of Georgia licensed counselors and clergy are the only parties that may be allowed to maintain confidentiality.

#### **12.3.8.6. Hearing Coordinator**

The Hearing Coordinator is a conduct officer. The Hearing Coordinator’s responsibilities include, but are not limited to, convening and chairing the hearing panel, communicating with the parties about the date, time, and location of the hearing, disseminating the panel’s decisions, and facilitating any appeal. The Hearing Coordinator ensures that the process and procedures are followed and rights and responsibilities of those involved in the hearing process are respected. The Hearing Coordinator is present during hearing panel deliberations but does not have a vote.

#### **12.3.8.7. Hearing Panel**

The Hearing Panel hears complaints of alleged violations of the policy on sexual misconduct, makes determinations of responsibility in such cases, and determines sanctions and remedies, if applicable. A hearing panel is composed of three members of the Oglethorpe University nonstudent community who have been trained in Title IX matters and who serve on the faculty-staff judicial board. Potential panel members may be excused from a hearing in the event of a conflict of interest, lack of availability, or other valid reason, as determined by the Hearing Coordinator.

#### **12.3.8.8. Investigator**

The Investigator is a trained individual, typically a University employee, who is responsible for interviewing the Complainant, Respondent and any witnesses. The Investigator gathers all evidence and assembles an investigative report that is provided to the Hearing Panel. A case may be assigned an additional assistant investigator to support the principal investigator.

#### **12.3.8.9. Respondent**

The Respondent is a person who has been charged with an alleged violation of the Sexual Misconduct Policy.

#### **12.3.8.10. Title IX Coordinator**

The Title IX Coordinator is the University official who is designated to coordinate efforts to comply with and carry out the University's responsibilities under Title IX of the Education Amendments of 1972 which prohibits sex discrimination in education programs and activities. The Title IX Coordinator is responsible for coordinating the University's policies and responses to all reports and complaints involving possible sex discrimination. This includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate. The Title IX Coordinator will be involved in managing proper policy and procedure throughout any grievance process and appeal.

#### **12.3.8.11. Witnesses**

Witnesses are individuals who have knowledge relevant to a determination of responsibility of a policy violation in a given complaint. A Complainant and Respondent may submit the names of witnesses to the Investigator to be interviewed for the investigative report.

At the hearing, witnesses previously submitted by the parties may be called to sit before the panel. If called, witnesses shall be in the hearing room only during the time they are testifying. Witnesses will answer questions from the Hearing Panel, the Complainant, and the Respondent. If there is good reason that a Witness cannot attend a hearing, the Hearing Coordinator may submit questions to them in advance for written response.

#### **12.3.9. Informal Resolutions & Mediation**

Based on the judgment of the Title IX Coordinator, certain cases may present an opportunity for an Informal Resolution. The Informal Resolution is a set of terms that both parties agree to in writing which represents a conclusion to the grievance process. The terms are determined by the Title IX Coordinator and may include remedies and sanctions outlined in this policy. An Informal Resolution is typically initiated by the Title IX Coordinator, but either party may indicate directly to the Title IX Coordinator if they are open to a resolution at any time. The Title IX Coordinator will present the Informal Resolution to each party independently, and all related communication should go through the Title IX Coordinator. Participation in an informal resolution is voluntary for all parties and requires full informed and written consent. If either party does not agree with the Informal Resolution, they may continue with the University's grievance process.

A facilitated mediation with a third-party mediator may also be available in certain circumstances. The request for mediation may be initiated by either party, or the Title IX Coordinator, typically before the investigation. Mediation is voluntary and both parties must agree to participate. The Title IX

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Coordinator will select one trained mediator from among the faculty, staff, or an outside source where appropriate. The goal of mediation is similar to that of an informal resolution, but provides additional facilitation and requires parties to be in attendance. The Title IX Coordinator will set a date for the mediation to take place. At the conclusion of a successful mediation process, both the Complainant and the Respondent will sign a statement with the reached agreement, and stating that they are satisfied with the outcome and that their case will be concluded. If either party believes that the mediation process was unsuccessful, they may continue with the University's grievance process.

#### **12.3.10. Respondent's Acknowledgement of Responsibility**

At any time prior to the date of his or her hearing, the Respondent may elect to acknowledge his or her actions and take full responsibility for the alleged policy violations. If a Respondent does so, the chief conduct officer will determine the appropriate sanction and send written notification of the remedies and/or sanction imposed to the Complainant and Respondent. This decision is appealable.

#### **12.3.11. Faculty & Staff Procedure**

Reports or complaints of alleged sexual misconduct by or against a University faculty, staff, employee, or contractor will follow the Sexual Misconduct Policy and procedures previously outlined throughout [Section 12.3](#) of the University Bulletin. Exceptions and additions to such policies and procedures are outlined in this subsection. (For purposes of this subsection, faculty, staff, employees, and contractors may be collectively referred to as employee(s)).

##### **12.3.11.1. Receipt of Report and/or complaint against an Employee.**

The University and Title IX Coordinator will take extra care to immediately ensure safety of any student and prevent any potential ongoing sexual misconduct from occurring. The Title IX Coordinator will immediately inform supervisors and the Director of Human Resources. The Director of Human Resources may attend meetings, advise, and assist the Title IX Coordinator throughout the process.

##### **12.3.11.2. Investigator.**

As deemed appropriate by the Title IX Coordinator and Director of Human Resources, an external Investigator may be employed to conduct the investigation.

##### **12.3.11.3. Determination of Responsibility.**

In the instance of an employee respondent, a determination of responsibility and resulting sanctions and/or remedies shall not be made by a Hearing Panel, or facilitated by the Hearing Coordinator. There will be no live hearing. Any requisite determination of responsibility shall be instead made as follows:

- **Faculty.** The University Provost, the Associate Provost, and the supervising Division Chair will serve on a Determination Committee to review the investigative report. If the

Associate Provost or Division Chair is not available or otherwise conflicted, the Title IX Coordinator may select another Division Chair to serve in their place. The Committee will meet at a designated time to review the investigative report and may call any witnesses, including the parties involved, in order to make a determination of responsibility. The Committee will also assess sanctions and/or remedies. The Title IX Coordinator and/or HR Director may be present during the Committee review to advise on relevant rules and policies. A written decision letter by the Provost will be delivered to both parties.

- **Non-Faculty Employees.** The Title IX Coordinator will appoint a three-person Determination Committee consisting of the appropriate supervisor(s) (may be immediate or higher) and members of the President's Cabinet. At least one University Vice President must be on the Committee. If a supervisor is not available or otherwise conflicted, the Title IX Coordinator may select another Director or Vice President to serve in their place. The Committee will meet at a designated time to review the investigative report and may call any witnesses, including the parties involved, in order to make a determination of responsibility. The Committee will also assess sanctions and/or remedies. The Title IX Coordinator and HR Director may be present during the Committee review to advise on relevant rules and policies. A written decision letter will be delivered to both parties.
- **Students.** A student Respondent will be subject to the previously stated policies of [Section 12.3](#) and will be entitled to a live hearing with a Hearing Panel as outlined therein.

#### **12.3.11.4. Available Sanctions.**

Where an employee Respondent is found responsible, sanctions may include an oral or a written warning, a written reprimand, a requirement to attend training, work restrictions, salary reduction or limitation, suspension, dismissal/termination, injunction against re-employment or contract renewal, community work, fine, probation, educational classes, counseling, papers, directed study, letters of apology, restitution, orders to perform or to stop certain actions, or other educational sanctions. Determinations will be made in accordance with the Progressive Discipline & Grievance Process outlined in the Employee Handbook.

- **Faculty.** The termination of a faculty member is subject to policies outlined in the Faculty Handbook and must be initiated by the University Provost.

#### **12.3.11.5. Appeal**

Either party may submit a written request for appeal to the Title IX Coordinator within five (5) business days of the written decision letter by the Determination Committee. Any appeals for termination of a faculty members are not subject to this policy and must follow the procedures outlined in Section N of the Faculty Handbook.

Appeals will be assessed by the University President. The Title IX Coordinator will notify the Complainant or the Respondent if the other party submits an appeal and provide them with a copy of the appeal to be reviewed on campus. If either party is unable to come to campus, the Title IX Coordinator may coordinate a remote review of the appeal. The non-appealing party will have five (5) business days from receipt of the appeal to prepare and submit a written response, if they choose to do so.

**12.3.11.5.1. Grounds for Appeal:**

- The sanction(s) assessed to the Complainant is not commensurate with the violation or is unjust.
- The Investigator or Determination Committee violated the fair application of relevant University policy and such violation had a prejudicial effect upon the outcome.
- New evidence was discovered after the decision and could not have readily been discovered before the decision, which could change the outcome.

**12.4. 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. Oglethorpe University is committed to a policy that affords all students and organizations fair process.

**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, electronic or written. Please consult [Sec. 3.3.3.](#) for the University's Policy Prohibiting Discrimination, Harassment and Retaliation.
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.

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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. Lying, 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. 12.2.11.](#)).
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. 11.](#) 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.

### **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.

## 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. All situations involving minors will be sent to the police immediately. 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 ADP programs. Persons who withdraw from the University after allegedly violating the code of student conduct, who are not officially enrolled for a particular session 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 assistant dean of students or their designee 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.
7. At various places throughout the code of student conduct there will be references to a “conduct officer.” In this context, “conduct officer” means either the chief conduct officer or an individual who, by virtue of previous training concerning the code of student conduct, is qualified to substitute for the chief conduct officer.



## 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 informal hearing will be conducted by a conduct officer.
2. While most alleged violations will be handled informally, the 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 informal hearing the respondent will hear the charges and a reasonable sanction if the respondent is found responsible. 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 denies the allegations or does not accept the proposed sanction the matter will then be forwarded to the conduct board for a formal resolution.
7. All hearings will take place in private and the proceedings will be limited to those persons permitted in these procedures.
8. During hearings, the respondent and complainant (if applicable) may have a member of the University community present as an advisor. The respondent and complainant are responsible for presenting their 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 to the conduct officer overseeing the hearing. Witnesses may only present information in response to questions posed by the conduct board or conduct officer during a hearing. Names of witnesses must be presented to the conduct officer prior to the hearing by a time determined by the conduct officer.
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 conduct officer may make accommodations for the complainant and other witnesses to present testimony to the conduct board apart from the respondent, if concerns exist for the safety, well-being and/or fears for confrontation.

The decision to provide such accommodations will be made at the sole discretion of the conduct officer.

11. The proceedings of hearings may not be recorded electronically or by other means by the respondent, complainant, advisor or witnesses.

## **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 assistant dean of students 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 a conduct officer. Cases may be referred to the student conduct board or (in complex cases, those involving sexual misconduct, or felonies) to the faculty-staff judicial board. These boards, following advance, 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 student conduct board recommends to the conduct officer 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 faculty-staff judicial board recommends to the conduct officer 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 conduct officer may seek the counsel and advice of the faculty-staff judicial board in any case.

All aspects of students' educational records can be used in board proceedings, including but not limited to: violations of code of student 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 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. 3.4.4.](#)

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 conduct board (SCB) falls under the supervision of campus life. The board is comprised of at least seven (but no more than ten) members of the student body. The purpose of the board is to facilitate formal student conduct hearings and to educate the campus community on the code of student conduct. Designated conduct officers in campus life are responsible for selecting student leadership for the board, advising/training the board on hearing procedures and skills, and supporting the board's efforts of outreach and education to the campus community. Campus life staff members and student conduct board leaders will be responsible for choosing all members of the board. A quorum of at least three student board members will serve at each hearing.
2. The SCB will hear cases for the following conditions:
  - a. The respondent has not accepted responsibility for the alleged violation.
  - b. The 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 SCB may hear any case of alleged violation of the code of student conduct filed against a student or student organization. The SCB 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 SCB 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 conduct officer.

## **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 campus life to assure all individuals/organizations are afforded a fair process.
2. The 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 meeting which will be held to discuss the complaint and to determine the next course of action. These next steps may include, but are not limited to, an informal hearing, a formal hearing with either the student conduct board or faculty-staff judicial board, no further action, or other administrative actions.
5. If a student or organization president chooses an informal hearing, they 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 formal 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 the conduct officer's confirmation is available for the appropriate persons within 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.

## **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 (or other) sanctions, or any combination thereof, may be applied to any individual

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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 conduct officer 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.
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 until graduation.
3. Fine: A monetary sanction (students may choose to work off the amount of a fine by making arrangements to do with the conduct officer). 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 conduct officer. 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.
  - g. Or other restrictions deemed appropriate by the SCB or assistant dean of students.
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 conduct officer 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

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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 conduct officer. The types of probation being referenced here are quite different from academic probation (see [Sec. 6.22.2.2.](#)), 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 and grounds 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. Interim suspension cannot be the result of an auto-sanction.
  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. 6.24.4.](#) 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. 6.24.2.](#) for details concerning non-academic withdrawal.

## 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.

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2. There are no appeals granted for decisions made during an informal 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.

### **12.5. 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 restriction, 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, 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.

## 13. Course Listings

### AAS (African American Studies)

#### **AAS 100 Introduction to African American Studies (4 hours)**

This course will examine the African American experience chronologically from its historical roots to its modern day realities. Some of the topics covered include slavery, the Black Reconstruction Era, Civil Rights, Hip Hop, black political and social thought, the Black church, # movements, and intersectionality.

#### **AAS 200 Independent Study in African American Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **AAS 290 Special Topics in African American Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **AAS 400 Advanced Independent Study in African American Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **AAS 490 Advanced Special Topics in African American Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **AAS 495 Internship in African American Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

### ACC (Accounting)

#### **ACC 200 Independent Study in Accounting (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **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

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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 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 BUS 240.

**ACC 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 BUS 241.

**ACC 290 Special Topics in Accounting (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Accounting course is an intense study of diverse accounting topics under the direct supervision of an accounting faculty member.

**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 provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ACC 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. Cross-listed as BUS 411. Prerequisite: BUS 310.

**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 332.

**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.

**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 332.

**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 periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ACC 495 Internship in Accounting (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

Specifically, an Accounting internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship requires the student to obtain an Accounting faculty supervisor, interview and secure employment in the accounting field, submit a learning agreement which includes 3-4 learning objectives, work 30 hours for every hour of academic credit, keep a reflective journal of the internship experience, have regularly scheduled meetings with the faculty supervisor, submit a professional resume, write a research paper dealing with some aspect of the internship (length of paper dependent on number of academic credits), and deliver a presentation of the internship experience at the end of the semester. Graded on a Satisfactory/Unsatisfactory basis. Prerequisites: See Internship Requirements block below.

<b>INTERNSHIP REQUIREMENTS</b>					
<b>Hours worked per credit hour:</b> 30 <b>Learning objectives:</b> Required <b>Reflective journal:</b> Required (guiding questions to be provided)	<b>Resume:</b> Required <b>Presentation:</b> Required*				
<b>Academic Writing:</b> <ul style="list-style-type: none"> <li>• 5 pages for 1-4 credits</li> <li>• 10 pages for 5-8 credits</li> <li>• 15 pages for 9-12 credits</li> </ul> <p>NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Approvals:</b></td> <td> <ul style="list-style-type: none"> <li>• Career Development</li> <li>• Internship’s Faculty Supervisor</li> <li>• Student’s Academic Advisor</li> </ul> </td> </tr> <tr> <td colspan="2">           *Summer and Fall internships will be presented on the afternoon of the last Friday of the Fall Semester. Spring internships will be presented as a part of LASS, date given in each Spring academic calendar on the HUB website.)         </td> </tr> </table>	<b>Approvals:</b>	<ul style="list-style-type: none"> <li>• Career Development</li> <li>• Internship’s Faculty Supervisor</li> <li>• Student’s Academic Advisor</li> </ul>	*Summer and Fall internships will be presented on the afternoon of the last Friday of the Fall Semester. Spring internships will be presented as a part of LASS, date given in each Spring academic calendar on the HUB website.)	
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## **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **ART 106 Introduction to Figure Drawing (4 hours)**

Working from the life model, students will learn to draw the human form in a variety of approaches and mediums, including contour and diagrammatic line, value and gesture. Proportion, planar structure, and major anatomical landmarks will be covered. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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

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camera, to be brought to the first class meeting. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **ART 117 Introduction to Archaeology (4 hours)**

This course examines scientific dating methods, archaeological discoveries, and the rise of modern archaeology. Taught in an interdisciplinary and discussion-based format, this course, in addition, is both a science and a humanities course, exploring the varieties of evidence, surveying and excavation techniques, dating methods, tools and technology, and theoretical explanations of material culture. Furthermore, students will explore case studies in archaeology, and heritage management.

#### **ART 119 Symbology: World Symbols and Cultures (4 hours)**

Symbology is the critical and aesthetic study of traditional and esoteric world symbols, signs, codes, and representative sacred images in world cultures. This course will explore the cosmological, religious, social, and political symbols of cultures, moving through Paleolithic beginnings up to and including contemporary attempts to create symbols for the 21st century. Students will also examine both ancient and modern use of exoteric and esoteric symbologies hidden and referenced in pre-scientific occult knowledge, such as alchemy and the Cabala, and assess their continuous use in Western art and architecture. Furthermore, this course analyzes both sacred and secular icons and structures through the lens of sacred geometry, mythological beliefs, the language of symbols, and the apparent archetypal patterns found in visual cultures. In an interdisciplinary format, this course will explore the recent discoveries in cosmology, physics, art, and consciousness as background for understanding why and how we create and re-work symbols, and how those symbols shape aesthetic and spiritual insights.

**ART 200 Independent Study in Studio Art (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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 calligraphy. Students will work in series format exploring advanced themes and design problems. Offered every spring. Prerequisite: ART 104. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Prerequisite: CRS 115 or ART 105. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**ART 206 Concepts in Photography (4 hours)**

This studio course focuses on photography as a fine art medium. It assumes a proficiency in technical 35mm film photography and darkroom skills and experience with developing and visually expressing ideas through

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the medium. Experimentation with advanced techniques such as lighting and timed exposures, as well as with other formats, including digital, will be introduced in order to encourage pushing image making to the next level. We will also employ alternative presentation methods. The emphasis will move beyond the technical toward concept (idea)-based goals. Prerequisite: ART 109 or ART 115. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

#### **ART 208 Independent Study in Art History (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **ART 214 Alternative Methods in Darkroom and Digital Photography (4 hours)**

This course will take students back to the early days of photography, starting with the origins of pinholes and pinhole camera construction. This will shed light on the mysteries of how exactly images are created from light. We will move forward chronologically to examine contemporary practices in photography. We will explore different types of printing & various materials as well as post printing image manipulations such as toning, transfers and mixing media. As mainstream photography becomes more digitally based this class will offer an alternative by returning to the roots of photography and hands-on imagery with the added twist of attempting some of these same techniques using digital cameras, merging past with present. Prerequisite: ART 109 or ART 115. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

#### **ART 215 Intermediate Digital Photography (4 hours)**

This intermediate course requires that students have taken ART 115 Introduction to Digital Photography first (or have equivalent experience). A student's understanding of their digital camera and basic Photoshop skills are necessary. The course will build upon what was learned in ART 115 and push photographic image creation to the next level. Visual and conceptual excellence will be emphasized. Study of color, landscape and phenomenology will be incorporated and everyone will make and self-publish their own fine art photography book. The class will continue to study contemporary photographers by visiting exhibitions at Atlanta galleries and museums. Prerequisite: ART 115. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

#### **ART 220 Compositions in Photography (4 hours)**

This hybrid intermediate photography course will challenge students to apply the ideas and techniques learned from prior courses in order to elevate their art. Students will work in film and/or digital, thereby illustrating that either medium may serve to accomplish artistic and conceptual goals. The conversation will include the chosen medium for each project. Discussion and critiques are also elevated to the next level and fluidity with expressing your process is expected, both in writing and verbally in class. Projects will include a semester long photographic nature document and journal that will be due at final critique and three traditional conceptual assignments. Students will also be asked to engage with ideas from contemporary and historical sources and to create their own personal and sophisticated visual responses. Prerequisite: ART 109 or ART 115. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

**ART 260 Ancient Art History (4 hours)**

This course will cover the art and archaeology of the ancient and classical world from 3000 BCE to the rise of Christianity in Europe. The course will focus on the architecture, sculpture, and recent archaeological finds, as well as the mythology and religion of each culture, using primary sources such as artifacts, literature, and monuments. 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 275 Experimental Video for Artists (4 hours)**

The presence of video is ubiquitous in everyday life. We experience it through broadcast television and online media, with home movies of family/friends or vacation mementos, and we encounter it in public spaces through systems of observation and surveillance, etc. As a medium for artistic expression, video presents unique opportunities for creative exploration that encompass a broad range of uncommon possibilities in the realm of abstraction, documentary, and conceptual inquiry. The aim of this class is to provide a foundation to understand the technology of digital video and the application of those means to artistic endeavors, in conjunction with the history of video as an art form. Prerequisite: FMS 150. Offered every fall semester. Cross-listed as FMS 275.

**ART 290 Special Topics in Studio Art (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Studio Art course involves studio exercises, in-studio lectures, and outside assignments. Critiques are designed to develop a basic understanding of various media, including printmaking and various specialties of artists-in-residence.

**ART 298 Special Topics in Art History (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Art History course will focus on an in-depth analysis of specific historical art periods and 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

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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 created their visual arts. The course will cover African, Oceanic, and the ancient Americas, providing an in-depth analysis of artifacts, symbols, and mythical constructs which underscore the idea of “the primitive”, or first, cultures. 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 360 Modern and Contemporary Architecture (4 hours)**

This course examines the contextual role of architecture from 1900 through the beginning of the 21st century. Taught in an interdisciplinary format, the course will explore the social, political, economic, and symbolic meanings of built environments, and the concepts, theories, and visions of architects from the early modernists up to and including the most recent global architectural movements, including sustainable, solar, and green architecture. Prerequisite: Any Art History course.

**ART 400 Advanced Independent Study in Studio Art (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ART 405 Senior Exhibition (1 hour)**

This course will function as an advanced level studio experience in which students prepare for, and participate in, the Senior Exhibition during spring semester of their graduating year. The course will guide students on how to write an artist's statement, self-edit and present their own work, plan the Senior Exhibition, share the responsibilities for the reception, and hang and strike the show. Students will meet periodically throughout the semester in preparation for hanging the show prior to Commencement. Students will also learn how to document their work and will turn in a CD, DVD, flash drive, or other device for digital storage that represents a portfolio of their best work from their Oglethorpe Studio Art education. Prerequisite: Graduating Senior Studio Art Majors and Studio Art Minors only, by invitation of the instructor. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

**ART 408 Advanced Independent Study in Art History (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ART 490 Advanced Special Topics in Studio Art (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ART 495 Internship in Art (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**ART 498 Advanced Special Topics in Art History (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**BIO (Biology)****BIO 110 Biological Inquiry (5 hours)**

This course uses an active learning approach to introduce students to the broad, fascinating, and rapidly-advancing study of living things. We will use the scientific method to explore biological principles operating at

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scales ranging from molecules to communities. Specific topics will include biochemistry, cell structure and function, genetics, micro- and macro-evolution, physiology and anatomy of plants and animals, organismal diversity, and ecology. Class will meet for 6 hours per week in 3 or 4 sessions, allowing ample time for student-designed research, structured—but participatory—lectures, demonstrations, collaborative exercises, and observation of live organisms in the lab or their habitat. Many of these activities will draw from related material in BIO 111 Biostatistics. Pre-requisite: satisfaction of the mathematics proficiency requirement (see [Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)). Co-requisite: BIO 111. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **BIO 111 Biostatistics (2 hours)**

This course uses active learning exercises, short lectures, and directed readings to teach management, statistical analysis, and reporting of trends in quantitative data from biological studies. As such, it prepares students to design and conduct their own biological studies and to evaluate published studies in BIO 110 Biological Inquiry (co-required) and upper level biology courses. Pre-requisite: satisfaction of the mathematics proficiency requirement (see [Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)). Co-requisite: BIO 110.

### **BIO 200 Independent Study in Biology (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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. Includes lecture and laboratory. Laboratory work encourages independent inquiry and requires experimental follow-up outside of dedicated class time. Offered annually in the fall. Prerequisites: BIO 110, BIO 111 and CHM 102 (with laboratory, CHM 102L), with a grade of “C-” or higher in each course. Prerequisite or co-requisite: CHM 201. Declared Biopsychology majors who have completed the BIO 110, CHM 102 and CHM 102L prerequisites and who have taken, or plan to co-enroll in, PSY 209 will be granted permission to register for BIO 201 even if they have not satisfied all the prerequisites. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **BIO 202 Microbiology (5 hours)**

An introduction to the biology of viruses, archaea, bacteria, algae and fungi. Consideration is given to phylogenetic relationships, taxonomy, physiology and economic or pathogenic significance of each group. Includes lecture and laboratory. Usually offered annually in the spring. Prerequisites: BIO 110, BIO 111 and one semester of Chemistry (including lab) at the 100-level or higher, with a grade of “C-” or higher in each course. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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

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integrated speaker's series is part of the interactive intellectual environment cultivated by the course. Includes lecture and laboratory. Usually offered biennially in fall of odd years. Prerequisites: BIO 110 and BIO 111, with a grade of "C-" or higher in each course. Declared Biopsychology majors who have completed PSY 101 will be granted permission to register even if they have not satisfied the prerequisite. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **BIO 224 Cancer Biology (5 hours)**

Cancer Biology is a synthetic course that provides students with a comprehensive introduction to cancer and that ranges in scope from causes to cures. By conceptualizing the cellular and molecular basis of known cancer diseases, the students will be prepared to engage in discussions of drug development and clinical strategies. The course also considers public health and epidemiological approaches that are used to monitor environmental exposures associated with increased cancer risk. Includes lecture and laboratory. Lab exercises, service learning projects, guest speakers from the Atlanta-based cancer community and field trips to relevant off-campus sites will be arranged to allow students to engage in discussion of state-of-the-art cancer research, treatment, policy, prevention and care. Pre-requisites: completion of BIO 201 with a C- or higher. BIO 224 is an SL-X designated course requiring each student to perform 25 hours of course-related volunteer work. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **BIO 252 Biology Seminar (1 hour)**

This course introduces students to the mechanics and intellectual components of being a scientist. During this class, students cultivate the skills for framing, researching, preparing and presenting a formal public address on a topic of biological interest (from the biological literature). Offered annually in the spring. Prerequisites: BIO 110 and BIO 111, with a grade of "C-" or better in each course, and sophomore or higher 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. Includes lecture and laboratory. Usually offered biennially in the spring of odd years. Prerequisites: Student must be Biology major, with junior or senior standing. Seats in this class are limited. Students meeting the prerequisites and also having earned a "C-" or better in BIO 380 or BIO 423 may be granted permission to register before others.

#### **BIO 290A Special Topics in Cellular/Molecular Biology (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in "Category A – Cellular & Molecular" for the Biology major's degree requirements.

#### **BIO 290B Special Topics in Organismal Biology (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the

specific topic and any prerequisites. This course will count in “Category B – Organismal” for the Biology major’s degree requirements.

### **BIO 290C Special Topics in Ecological Biology (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in “Category C – Ecological” for the Biology major’s degree requirements.

### **BIO 290D Special Topics in Biology (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will not count in any of the prescribed categories of the Biology major’s degree requirements.

### **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. Includes lecture and laboratory. The laboratory involves detailed examination of representative vertebrate specimens. Usually offered annually in the fall. Prerequisites: BIO 201 and CHM 201 (with laboratory, CHM 201L), with a grade of “C-” or higher in each course. Junior or senior standing and co-registration in BIO 201 and CHM 201 (with laboratory, CHM 201L) may be acceptable prerequisites. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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. Includes lecture and laboratory. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates will be studied using both classical and molecular approaches. Usually offered biennially in spring of even years.

Prerequisites: BIO 201 and CHM 201 (with laboratory, CHM 201L), with a grade of “C-” or higher in each course. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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. Includes lecture and laboratory. Usually offered annually in fall. Prerequisites: BIO 201 and CHM 201 (with laboratory, CHM 201L), with a grade of “C-” or higher in each course; recommended prerequisite: CHM 310. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Includes lecture and laboratory. Some labs involve travel to many sites around Atlanta. Usually offered biennially in fall of odd years. Cross-listed as UEP 320. Prerequisite: At least sophomore standing. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Includes lecture and laboratory. Usually offered biennially in fall of even years. Prerequisite: A grade of "C-" or higher in BIO 201, or concurrent enrollment in BIO 201. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**BIO 400 Advanced Independent Study in Biology (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically, this Biology 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. Prerequisites: 25 semester hours in biology, with a grade of "B-" or higher in each course; junior or senior standing.

**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. Includes lecture and laboratory. Usually offered annually in the spring. Prerequisites: BIO 201 and CHM 201 (with laboratory, CHM 201L), with a grade of "C-" or higher in each course. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Includes lecture and laboratory. Prerequisites: BIO 201 and CHM 201 (with laboratory, CHM 201L), with a grade of "C-" or higher in each course. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Includes lecture and laboratory. Usually offered biennially in spring of odd years. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L) and one additional biology course (with laboratory) at the 200-level or higher. A grade “C-” or higher must be earned in each of the prerequisite courses. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Usually offered biennially in spring of even years. Prerequisites: BIO 111 and BIO 201, with a grade of “C-” or higher in each course; also, junior or senior standing. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**BIO 490A Advanced Special Topics in Cellular/Molecular Biology (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in “Category A – Cellular & Molecular” for the Biology major’s degree requirements.

**BIO 490B Advanced Special Topics in Organismal Biology (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in “Category B – Organismal” for the Biology major’s degree requirements.

**BIO 490C Advanced Special Topics in Ecological Biology (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in “Category C – Ecological” for the Biology major’s degree requirements.

**BIO 490D Advanced Special Topics in Biology (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will not count in any of the prescribed categories of the Biology major’s degree requirements.

**BIO 495 Internship in Biology (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements

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developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**BIO 496 Capstone Seminar in Biopsychology (2 hours)**

This course will serve as the capstone course for the Biopsychology major. This course will require students to synthesize the knowledge they have acquired during their educational career and apply it to real-world situations. Students will be encouraged to think critically about the relationship between processes that occur in the brain and human behavior. Course Prerequisites: PSY 320 and PSY 321. Class Standing Prerequisite: Open only to senior Biopsychology majors in their final semester/term of study. Offered every spring. Cross-listed as PSY 496.

**BIO 499 Evolution Seminar (1 hour)**

Evolution is the fundamental and unifying theme of modern Biology. As such, it is the focus of our one credit hour seminar capstone for Biology majors with senior status. The seminar is team taught by the Biology faculty. Each instructor uses the primary literature and discussion to lead a multi-week, in-depth exploration of up to three evolution-oriented topics in their areas of expertise or current interest. Topics will vary by offering. Offered annually in fall. Prerequisite: senior standing.

**BUS (Business, Business Administration)**

**BUS 200 Independent Study in Business Administration (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 emphasizes the four functions of a manager: planning, organizing, leading and controlling. Attention will also be given to an analysis of the firm's external environment, the global marketplace, and current events in the business world.



**BUS 275 Business Analytics (4 hours)**

This course develops the principles and techniques that are required to enable you to turn data into actionable intelligence. The course addresses how to ask a proper research question; how to formulate a hypothesis; how to gather the data needed to test your hypothesis; how to conduct a preliminary analysis of your data; how to create a predictive model; and how to communicate the results of your analysis.

**BUS 290 Special Topics in Business Administration (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Business course is an intense study of diverse business topics under the direct supervision of a business administration faculty member.

**BUS 310 Corporate Finance (4 hours)**

This course studies the fundamentals of asset valuation. This course addresses how to identify and measure the amount and timing of an asset's expected future cash flows; how to select the appropriate risk-based discount rate; how to select the appropriate valuation approach or model; and how to compute a reasonable valuation. Attention is given to fundamental financial concepts, techniques of financial analysis, time value of money and financial decision making under conditions of uncertainty. Prerequisites: ACC 231 and BUS 275.

**BUS 350 Marketing (4 hours)**

This course is an introduction to the discipline and function of marketing in its role of bringing customers and organizations together via the creations, communication and distribution of value. It will examine broad principles and concepts involved in 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. Students are introduced to the case study method as a means of enhancing their critical thinking skills in the field of marketing. 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 examine 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 both traditional and online, 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 traditional as well as non-traditional advertising, personal selling, sales promotion and public relations. The behavioral aspects of both messages and media will be explored. The course is designed to be both theoretical and applied through group projects for actual for-profit and not-for-

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profit firms. Prerequisite: BUS 350.

**BUS 360 Leadership and Power in Business (4 hours)**

One of the most popular subjects in the field of management is leadership. At the macro level, leadership plays a critical role in the success of the organization. At the micro level, the debate continues as to whether leaders are born or made. This course will explore both macro and micro issues of leadership through a review of leadership research as well as the study of current business leaders. Prerequisite: BUS260.

**BUS 362 Human Resources Management (4 hours)**

Students will learn about the opportunities and challenges of human resources management (HRM) within the context of an emerging global economy. Traditional HRM topics such as HR planning, recruitment, selection, training, and compensation will be covered. Students will explore HR from both the employer and employee perspective. Prerequisite: BUS260.

**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. Current topics in international business will be used to highlight business challenges and institutional decision making in an international setting. Prerequisite: BUS 260.

**BUS 380 Operations Management (4 hours)**

This course familiarizes the student with the application of business skills and problem-solving skills in the context of management of the operations of the corporation. We examine operations in factory, retail, and service environments and focus on key operational decisions driving process, capacity, layout, quality, and production planning choices. Prerequisites: BUS 260 and BUS 275.

**BUS 382 Management-Labor Relations (4 hours)**

This course will explore the dynamic relationship between management and organized labor beginning with the history of the U.S. labor movement. Other topics to be covered include labor legislation, labor organizing, collective bargaining, and grievance arbitration. Emphasis will be on the impact organized labor has had on the workplace. Prerequisite: BUS260.

**BUS 400 Advanced Independent Study in Business Administration (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**BUS 410 Advanced Corporate Finance (4 hours)**

This course does a deep dive on asset valuation approaches. The course features scholarly and investment analyst report readings. Students will use Excel to model valuation fundamentals in a multiperiod analysis, including "what-if" scenario analysis. Readings and case studies will be used to emphasize actual business

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situations and to focus on the management of the firm. Prerequisite: BUS 310.

#### **BUS 411 Investments (4 hours)**

This course is an introduction to financial investments with a focus on stocks and bonds. Other investment vehicles will be discussed. Students will use Excel to construct and manage investment portfolios. Topics explored will include the risk-return tradeoff using modern portfolio theory, the capital asset pricing model, single- and multi-stage discounted cash flow models, country and other idiosyncratic risks, and performance measurement and attribution. Prerequisite: BUS 310. Cross-listed as ACC 411.

#### **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: BUS 275.

#### **BUS 450 Consumer Behavior (4 hours)**

This course draws upon the fields of economics, marketing, psychology and sociology to enable students to develop an understanding of how individuals and organizations select, secure, use and dispose of products. Students will explore key aspects of consumer behavior including attitude formation, group influence, problem recognition, information search, brand evaluation, purchase and post purchase behavior. Important explanatory models and theories relevant to each of these topics are covered. Secondary information sources and databases are used to explore consumer behavior relative to a product/service category to produce original research with a goal of uncovering insights into category users and usage. Ethical, legal and international aspects of consumer behavior are explored. 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 include direct marketing planning, mailing lists and databases, media selection, techniques for creating and producing direct response campaigns, internet and digital marketing, mobile marketing and managing the interactive marketing operation. Client projects are also a key aspect of the course. Prerequisite: BUS 350.

#### **BUS 456 Marketing Research (4 hours)**

This course is designed to explore topics such as major qualitative and quantitative methods, research planning and design, questionnaire construction, sampling, data collection methods, data analysis and preparation and presentation of research findings. Prerequisites: BUS 275 and BUS 350.

#### **BUS 460 Marketing Strategy (4 hours)**

This course provides an experiential approach to marketing strategy using case analysis, review of key marketing concepts and working with actual clients on developing marketing plans for their businesses. Working with the A\_LAB and other resources, student groups are matched with various for-profit and not-for-profit firms that request marketing plans. Prerequisites: BUS 275 and BUS 350.

**BUS 462 Recruitment and Selection (4 hours)**

This course will cover the information and skills needed to develop and implement an effective employee selection program. Topics include selection measures such as predictors (for example, background information, interviews, and employment tests), criteria (for example, work sample data and personnel data), validity and reliability of selection measures. Legal and ethical issues are discussed throughout. Prerequisite: BUS362.

**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. Utilizing a simulation, student teams will have the opportunity to exercise management skills in a competitive operating environment. This course must be taken in residence in order to fulfill the requirements for a degree in this major. Prerequisites: BUS 260, BUS 310, BUS 350, ACC 231, and senior standing.

**BUS 490 Advanced Special Topics in Business Administration (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**BUS 495 Internship in Business Administration (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

Specifically, a Business 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 which includes 3-4 learning objectives, work 30 hours for every hour of academic credit, keep a reflective journal of the internship experience, have regularly scheduled meetings with the faculty supervisor, submit a professional resume, write a research paper dealing with some aspect of the internship (length of paper dependent on number of academic credits attempted), and deliver a presentation of the student's internship experience at the end of the semester. Graded on a Satisfactory/Unsatisfactory basis. Prerequisites: See Internship Requirements block below.

INTERNSHIP REQUIREMENTS			
<b>Hours worked per credit hour:</b> 30 <b>Learning objectives:</b> Required <b>Reflective journal:</b> Required (guiding questions to be provided)		<b>Resume:</b> Required <b>Presentation:</b> Required*	
<b>Academic Writing:</b> <ul style="list-style-type: none"> <li>• 5 pages for 1-4 credits</li> <li>• 10 pages for 5-8 credits</li> <li>• 15 pages for 9-12 credits</li> </ul> <p>NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</p>		<b>Approvals:</b> <ul style="list-style-type: none"> <li>• Career Development</li> <li>• Internship’s Faculty Supervisor</li> <li>• Student’s Academic Advisor</li> </ul>	
		*Summer and Fall internships will be presented on the afternoon of the last Friday of the Fall Semester. Spring internships will be presented as a part of LASS, date given in each Spring academic calendar on the HUB website.)	

### CDE (Career Development and Exploration)

#### CDE 201 Career Development and Exploration (1 hour)

During this 8-week career exploration seminar, students will spend time on self-understanding, identifying values, skills, strengths and interests, and establishing and implementing a career plan. This course is designed to introduce students to a model for career decision making that is useful throughout life. Students will take career assessments for self-discovery, participate in group discussions, and prepare a working cover letter and resume. The experiences in this seminar will help students as they select courses, majors, minors, and internships and make career connections in the community. Recommended for second-semester freshmen through students in their junior year. Graded on a Satisfactory/Unsatisfactory basis.

### CHI (Chinese)

#### CHI 101 Elementary Chinese I (4 hours)

This course is designed for true beginners who wish to acquire fundamental skills in Chinese language (Mandarin), and to learn about elements of Chinese culture through language study. Students will develop communicative competence in handling daily situations through carefully designed pedagogical activities and assignments. The development of speaking and listening skills will be emphasized throughout the two-semester sequence; reading and writing skills will also be cultivated accordingly. In general, native-level Chinese speakers are restricted from taking Chinese at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Chinese course.

#### CHI 102 Elementary Chinese II (4 hours)

This course is designed for students who have completed CHI 101 who wish to further develop their skills in Chinese language (Mandarin), and to learn about elements of Chinese culture through language study. Students will develop communicative competence in handling daily situations through carefully designed pedagogical activities and assignments. The development of speaking and listening skills will be emphasized throughout the two-semester sequence; reading and writing skills will also be cultivated accordingly. Prerequisite: CHI 101 or equivalent. In general, native-level Chinese speakers are restricted from taking

Chinese at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Chinese course.

#### **CHI 200 Independent Study in Chinese (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **CHI 290 Special Topics in Chinese (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **CHI 400 Advanced Independent Study in Chinese (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **CHI 490 Advanced Special Topics in Chinese (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **CHI 495 Internship in Chinese (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

### **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. 6.4.1.](#) and [Sec. 6.4.2.](#)). 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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

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**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. 6.4.1.](#) and [Sec. 6.4.2.](#)); 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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**CHM 200 Independent Study in Chemistry (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **CHM 290 Special Topics in Chemistry (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **CHM 400 Advanced Independent Study in Chemistry (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically, this Chemistry course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry.

### **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

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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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. 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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **CHM 490 Advanced Special Topics in Chemistry (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Chemistry course has explored the following fields: Advanced Organic Chemistry, Organic Qualitative Analysis, Advanced Biochemistry, Theoretical Chemistry and Advanced Inorganic Chemistry.

### **CHM 495 Internship in Chemistry (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **COM (Communication Studies)**

### **COM 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. Offered fall semesters.

### **COM 105 Introduction to Communication Research Methods (4 hours)**

The primary goal of this course is to develop an understanding of the different communication research techniques used by communication professionals – what they are, how they are used, what they mean – as well as the major theoretical concepts of the discipline. The course is designed to provide students with the critical skills needed to become better informed and effective researchers and consumers. Offered every spring semester.

### **COM 110 Public Speaking (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. Offered every semester.

### **COM 120 Introduction to Media Studies (4 hours)**

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

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examination of the products and processes of the media, students will learn will develop critical media literacy. Offered every semester.

### **COM 125 History of the Motion Pictures (4 hours)**

This course provides a broad historical perspective on some of the aesthetic, cultural, economic, political, ideological, and technological trends impacting motion pictures from their origins in the late 19th century through the present. In this course, students will examine the social consequences and political implications of mass-mediated entertainment. Our goal is to develop the theoretical tools and critical perspective to interrogate the films that saturate our lives. Films play a significant role in the social construction of identity (race, ethnicity, class, gender, sexual orientation, nationality, etc.) and the creation of culture at large. Ultimately, this course is designed to teach you the history of the medium and to encourage you to think critically about the media texts you consume while simultaneously recognizing the ideological structures that attempt to shape our experiences of these texts. Prerequisites: None. Offered every fall semester. Cross-listed as FMS 125.

### **COM 200 Independent Study in Communication Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **COM 220 Intercultural Communication (4 hours)**

This course will help students learn how to communicate more effectively in a multicultural world by exploring the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and narratives that shape them. Students will develop an understanding of the factors that shape culture, examine key theoretical frameworks that explain cultural differences, and apply this knowledge to real world situations.

### **COM 240 Introduction to Newswriting (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.

### **COM 250 Digital Storytelling (4 hours)**

This class will introduce students to basic digital storytelling techniques. Students will explore the interactivity and narrative abilities of digital media through the creation of audio and video projects by analyzing various forms of transmedia storytelling, looking at how "texts" exist within specific cultural contexts, and engaging in social critique. Prerequisites: COM 120 or any 100-level ART class. Offered every semester.

### **COM 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 letters, proposals, progress reports and recommendation reports. Other elements of the course may include oral presentations. Prerequisites: COR 101 and COR 102. Offered alternate spring semesters.

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**COM 270 Principles of Public Relations (4 hours)**

This course provides students with an introduction to Public Relations. Students will learn what Public Relations is, what a Public Relations job entails, and explore trends in Public Relations through a critical lens. It is the foundation course in public relations and a supplemental course for students majoring in other fields. Prerequisites: COM 120 and one writing course (as defined in the COM Public Relations track, Section 2).

**COM 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 semester. Cross-listed as WGS 280.

**COM 290 Special Topics in Communication Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**COM 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: COM 120 and COM 270. Offered every spring semester.

**COM 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. Prerequisites: COR 101 and COR 102. Offered alternate spring semesters.

**COM 325 Television Analysis (4 hours)**

This course is an overview and analysis of contemporary television structures, meaning systems, genres, and modes of production. Many media scholars and cultural critics have labeled television as the most powerful and important form of communication of the last 70 years, shaping our opinions and outlook on the world while also bringing us together with shared knowledge and experiences. This course explores the medium of television, including what makes it distinct from other media, its role in American democracy, and its role in our everyday lives. We will look at how the structure of the industry dictates what programs are produced, who produces them, and how they relate to and illustrate current tensions within culture and society. Through

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the exploration of the critical perspectives of television studies, this course will prepare students for further studies in media criticism and aid in students' development as sophisticated and critical media consumers and producers. The overarching goal of the class is to enable students to think critically about how they watch television, how what they watch affects their lives, and why certain characters/messages are created and become popular in our culture. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate fall semesters. Cross-listed as FMS 325.

### **COM 330 Social Media Theories and Impact**

This class is designed to enable students to analyze the role of social media in society. We will look at the social consequences and political implications of social media, as well as its/their role in the broader media landscape. The overarching goal is to develop the theoretical tools and critical perspective to interrogate the social media that saturate our lives. Prerequisites: COM 105 and COM 120. Offered alternate spring semesters.

### **COM 350 Just Food? The Cultural Rhetorics and Politics of Consumption (4 hours)**

This course investigates how we constitute and communicate our identities through the food we consume and importantly the food we do not consume. As critical consumers and citizens, students learn to analyze and assess the public issues on the table: food choices and health, food labeling and safety, food insecurity and hunger, unequal access to healthy food, and food as a human right. Prerequisites: COM 101 and sophomore status.

### **COM 360 Social Media Strategy and Analytics (4 hours)**

In this course students will learn the science behind social sharing, and the technical aspects of how to use and analyze social media. Using real campaigns as an example, this course will help you understand how to be successful on social media whether branding yourself or an organization. Prerequisite: Sophomore status.

### **COM 380 Feminist Media Studies (4 hours)**

This course examines the portrayal of gender in the media, focusing specifically on radio, television, and film, and aims to encourage an understanding of the diversity of groups in society in relationship to identity and selfhood. Class will be conducted in lecture format with some in-class screenings and class discussion. Prerequisites: COM 105 and COM 120; or WGS 101. Offered alternate spring semesters. Cross-listed with WGS 380.

### **COM 400 Advanced Independent Study in Communication Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **COM 410 Public Relations Theory and Research (4 hours)**

In this class, students will be exposed to Public Relations (PR) theories and how they apply to practice. The focus will be on understanding primary PR and persuasion theories and application of theory to research and practice. Students will design a PR study using the theories explored in class. Prerequisites: COM 105 and COM 270.

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**COM 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. Prerequisites: COM 105 and COM 120. Offered alternate fall semesters.

**COM 425 Critical History of Radio, TV, and New Media (4 hours)**

This course introduces students to the study of the history of radio, television, and new media. Throughout the course of the semester, students will examine the development of electronic media from the invention of radio through the height of the network era up to the contemporary multi-channel media environment. Although we will touch on media throughout the world, our primary emphasis will be on the evolution of broadcasting and cable in the United States. We will explore the complex ways in which technological, social, political, industrial and cultural factors have interacted to shape the form and content of electronic media from the early 20th century to the present. The course will conclude with a consideration of the potential implications of convergence on contemporary American—and global—media culture. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate fall semesters. Cross-listed as FMS 425.

**COM 430 Race and Representation in the Media (4 hours)**

In this course students will examine the portrayal of race in the media, focusing specifically on radio, television, and film. At the end of the semester, students will be able to: identify and critically examine the use and functions of racial images in the media; understand and analyze the uniqueness of each medium and the advantages and/or challenges that it poses to the representation of race; and recognize and explore the larger cultural and societal implications of these mediated representations. Prerequisites: COM 105 and COM 120. Offered alternate fall semesters.

**COM 435 Media Industries (4 hours)**

Three main objectives will guide us throughout the semester: First, we will survey the history of the media industries and of media industries-related scholarship. Using Hollywood's film and television operations as our primary objects of analysis, but referring to other contexts throughout, we will consider key ways that regulatory and technological shifts, along with growing impulses toward globalization, have intersected with industrial changes. Second, we will look at the range of qualitative methods that have been employed to research the media industries. In the process, we will read several case studies that provide applications of each of these approaches. Third, we will explore the evolving field of media industry studies. This field, which incorporates work in film, media, communication, sociology, anthropology, and cultural studies, argues for the importance of integrating analysis of media structures with consideration of cultural and textual matters. Although our readings will focus most heavily on filmed entertainment from Hollywood, students are encouraged to research such areas as video games, music, comic books, publishing, and radio in their final projects. Further, students are encouraged to apply the theoretical and methodological frameworks surveyed in class to other local, regional, and national contexts. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate spring semesters. Cross-listed as FMS 435.

**COM 440 Public Relations Campaigns (4 hours)**

In this course, students will function as a Public Relations (PR) agency, creating a complete campaign for a client. Students will create multiple deliverables including press releases, backgrounders, media kits, as well

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as strategically develop an entire PR campaign. Prerequisites: COM270 and one writing course (see list under COM Public Relations track, section 2).

**COM 450 Crisis Communication (4 hours)**

In this course, students will be exposed to strategies to avoid crises situations, as well as steps to take to effectively manage crises when they do occur. From planning to holding press conferences, to coaching CEOs and crafting copy, crisis communication tests the PR professional as it tries the organization. Students will learn how to plan for, communicate during, and recover from organizational crisis situations. Prerequisite: COM 270.

**COM 460 Rhetorical Theories of Emotion and Affect (4 hours)**

This course explores the sociality of emotion and affect shaping public life and discourse. From the study of Aristotle's pathos to recent cross-disciplinary theories of affect, students re-examine cultural assumptions that emotions are primarily private, individual, and irrational. Students investigate shame, fear, hate, and love through rhetoric and cultural studies. Prerequisites: COM 101 and junior standing.

**COM 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: COM 105 and COM 120.

**COM 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: COM 101 and junior standing.

**COM 490 Advanced Special Topics in Communication Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this advanced course will examine topics in communication studies or rhetoric, such as civic literacy, global culture and rhetoric, or political rhetoric. This course may be taken more than once, provided the topic is different.

**COM 495 Internship in Communication Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **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 fall and spring 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 105 Theatre and Culture (4 hours)**

Theatrical expression has been used to form and bind communities, to worship the gods and to explore and expose social norms. This course focuses on the ways in which theatre accomplishes these aims in a variety of ages, such as Greek, Renaissance and postmodern.

### **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 195 Explorations in Theatre and Culture (4 hours)**

Equivalency for COR 105; 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

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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. Note: Effective in the fall of 2017, COR 203 is not a valid way for new students to satisfy their Core mathematics requirement. All students entering Oglethorpe in the fall 2017 semester or later must take COR 314 Mathematics and Human Nature instead of COR 203. Students who have attended Oglethorpe in a degree program prior to the fall of 2017 may satisfy their Core mathematics requirement by taking either COR 203 or COR 314, although there are consequences of each choice. Students are strongly advised to consult an academic advisor or personnel in the A\_LAB or HUB in order to make informed choices on this matter.

#### **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 314 Mathematics and Human Nature (4 hours)**

Students in this course will explore the mathematical method through logical and quantitative reasoning. Through an in-depth study of the tools of abstraction, generalization, and axiomatization, students will learn to solve problems and communicate mathematics. A central theme is the difference between evidence-based

and axiom-based argumentation, engendering a discussion of the commonalities and distinctions between mathematics and science.

**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 394 Explorations in Mathematics and Human Nature (4 hours)**

Equivalency for COR 314; see COR X9X description, below.

**COR 400 Science and Human Nature (4 hours)**

Science and society are mutually reinforcing. For example, modern Western society enjoys a high standard of living due to the application of science (and related technology, engineering and mathematics; STEM). An appreciation of STEM and its role in society is essential. This course examines feedbacks between science and society and cultivates informed consumers of science by considering the history, philosophy and practice of science and the roots of sociality and their interaction. This scientific way of understanding is continually changing and evolving—it is provisional. The primary distinguishing characteristic of science is its reliance upon experimentation for the determination of scientific value, and the resolution of conflicts among the practitioners of science. With the use of selected historical and contemporary topics, complemented by connections to its sister course in mathematics (COR 314 Mathematics and Human Nature), this course seeks to equip the student with the necessary tools to appreciate the interplay of STEM and society in our lives, if we live those lives reflectively.

**COR 490 Explorations in Science and Human Nature (4 hours)**

Equivalency for COR 400; 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.

**CSC (Computer Science)**

**CSC 150 Modern Applications of Computer Science (2 hours)**

A gentle introduction to the computing applications of the modern world, this course explores computer science through seven big ideas of modern computing: data visualization, abstraction, algorithm design, basic cryptography, a simple program, structure of the internet, and the global impacts of computing. Includes as application of these ideas sections on spreadsheets, databases, and social media. Offered every fall semester.

**CSC 200 Independent Study in Computer Science (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **CSC 201 Introduction to Programming (5 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. It includes a lab component that includes hands-on work with the above topics as well as debugging. The computer language used in the course will be at the discretion of the instructor. 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 some problems? 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)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Computer Science 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.

### **CSC 400 Advanced Independent Study in Computer Science (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **CSC 490 Advanced Special Topics in Computer Science (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Computer Science 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.

**CSC 495 Internship in Computer Science (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**ECO (Economics)****ECO 120 Principles of Microeconomics (4 hours)**

This course will introduce the fundamental economic principles and apply them to economic problems. The primary topics include scarcity and choice, the theories of consumption, production and markets, and the role of government and its' policies in those markets. Analysis of policy surrounding income distribution, agriculture/government regulation of business, labor organizations, and international trade/elementary microeconomic models will be addressed.

**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 provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ECO 220 Intermediate Microeconomics (4 hours)**

This course develops an advanced investigation of the economic principles necessary to analyze and interpret the decisions of individuals and firms with respect to consumption, investment, production, pricing, market strategy, and hiring. The theories are used to understand the behavior of business firms and public policy-making institutions, and are also used to develop an understanding of new subjects, including empirical estimation of demand functions, two-variable constrained optimization techniques, optimal input usage, and partial equilibrium and general equilibrium analysis. Prerequisites: ECO 120, ECO 122, and math requirement ([Sec. 6.4.1.](#) and [Sec. 6.4.3.](#)).

**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)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Economics course is an intense study of diverse topics under the direct supervision of an Economics faculty member.

**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)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by

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the Independent Study Policy. ([Sec. 6.15.](#))

**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 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: ECO 120, ECO 122, and MAT 111.

**ECO 490 Advanced Special Topics in Economics (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ECO 495 Internship in Economics (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the

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relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

Specifically, an Economics 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 which includes 3-4 learning objectives, work 30 hours for every hour of academic credit, keep a reflective journal of the internship experience, have regularly scheduled meetings with the faculty supervisor, submit a professional resume, write a research paper dealing with some aspect of the internship (length of paper dependent on number of academic credits), and deliver a presentation of the internship experience at the end of the semester. Graded on a Satisfactory/Unsatisfactory basis.

Prerequisites: See Internship Requirements block below.

INTERNSHIP REQUIREMENTS			
<b>Hours worked per credit hour:</b> 30 <b>Learning objectives:</b> Required <b>Reflective journal:</b> Required (guiding questions to be provided)		<b>Resume:</b> Required <b>Presentation:</b> Required*	
<b>Academic Writing:</b> <ul style="list-style-type: none"> <li>• 5 pages for 1-4 credits</li> <li>• 10 pages for 5-8 credits</li> <li>• 15 pages for 9-12 credits</li> </ul> <p>NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</p>		<b>Approvals:</b> <ul style="list-style-type: none"> <li>• Career Development</li> <li>• Internship’s Faculty Supervisor</li> <li>• Student’s Academic Advisor</li> </ul>	
		*Summer and Fall internships will be presented on the afternoon of the last Friday of the Fall Semester. Spring internships will be presented as a part of LASS, date given in each Spring academic calendar on the HUB website.)	

**ENG (English, English and Comparative Literature)**

**ENG 101 Ancient Literature (4 hours)**

This course will examine the literature of the ancient world. The primary focus will be on Greek and Roman literature. 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, Austen, Wordsworth, Brontë, Hardy and George Eliot. Offered every fall.

**ENG 104 Modern and Contemporary Literature (4 hours)**

This course will investigate the literature of the twentieth and twenty-first centuries. Authors might include: T.S. Eliot, Woolf, Lawrence, Forster, Joyce, Beckett and Pynchon. Offered every spring.

**ENG 105 Global Literatures (4 hours)**

This course will survey contemporary works of twentieth- and twenty-first-century literature in translation around the world. Authors include Gustave Flaubert, Franz Kafka, Higuchi Ichiyo, Jorge Luis Borges, Colm Tóibín, Margaret Atwood, and Chimamanda Adichie.

**ENG 200 Independent Study in Literature and Composition (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 (the last with a grade of “C-“or higher). 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 (the last with a grade of “C-“or higher). 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 (the last with a grade of “C-“or higher). Students who have taken ENG 204 may take ENG 206 for 300-level elective credit.

**ENG 210 Introduction to Literary and Cultural Studies (4 hours)**

This course is designed as an introduction to the methods and tools of research in the study of literature, including textual, critical, social, historical, and cultural approaches. Readings, exercises, assignments, and discussions are designed to help students develop transferable research and writing skills, applicable to both academic and non-academic settings. Prerequisites: COR 101 and COR 102 (concurrent enrollment acceptable).



**ENG 220 Literary Tribalism: How to Read Race, Class, Nation, and Gender (4 hours)**

Beginning with a rereading of Harper Lee's seminal *To Kill a Mockingbird* in terms of region, race, and class, students then move from a discussion of whiteness and The South to depictions of immigration, transnationalism, black and Native American culture, all while also reading important essays of Cultural Studies that should inspire students to come up with their own research questions for the course.

Prerequisites: COR 101 and COR 102 (concurrent enrollment acceptable). Cross-listed as WGS 290.

**ENG 240 Topics in Literary and Cultural Studies (4 hours)**

This course aims to provide a foundation in intermediate literary and cultural studies skills via a topics approach that allows for greater breadth of coverage across multiple time periods and different genres within British, American, and global literature. Possible topics include "Postcolonialism," "Modernity," "Nation and Community," or "Women's Writing." Topics vary by semester. Prerequisites: COR 101, COR 102 and one 100-level English course (the last with a grade of "C-" or higher).

**ENG 241 Topics in Genre Studies (4 hours)**

This course examines a selected literary genre (including fiction, poetry, drama and non-fiction) within and across a range of historical periods and cultural and national contexts. In addition to learning about genres, students will develop skills of close reading, textual support, inter-textual analysis and critical thinking. Topics vary by semester. Prerequisites: COR 101, COR 102 and one 100-level English course (the last with a grade of "C-" or higher).

**ENG 290 Special Topics in English and Comparative Literature (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ENG 340 Advanced Topics in Literary and Cultural Studies (4 hours)**

This advanced level course will explore a particular topic in a Literary and Cultural Studies sub-area, including both specific British, American, and global authors, and specific eras of English and global literature from the Medieval Period through the present. Students will read and write critically about literary texts (written and visual), cultural theory, and avenues of inquiry that theoretical approaches open. Students will also learn how to locate and evaluate the resources that literary and cultural studies depend on, and how to use disciplinary-specific methods of presenting and documenting work. Topics vary by semester. Prerequisite: COR 101, COR 102, one 100-level English course, and ENG 210.

**ENG 341 Advanced Topics in Genre Studies (4 hours)**

This advanced level course will facilitate the intensive study of the historical development of a selected genre (poetry, drama, fiction, literary non-fiction); major critical theories and approaches, current as well as foundational; and the historical, cultural, and ideological conditions under which specific genres have been produced and received. Students will also learn how to locate and evaluate the resources that genre studies depend on, and how to use disciplinary-specific methods of presenting and documenting work. Topics vary by semester. Prerequisite: COR 101, COR 102, one 100-level English course, and ENG 210.

**ENG 393 Special Topics in Literary and Cultural Studies (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, one 100-level English course, and ENG 210.

**ENG 394 Special Topics in Major Authors (4 hours)**

An intensive study of between one and three major authors or texts. Prerequisites: COR 101, COR 102, one 100-level English course, and ENG 210.

**ENG 400 Advanced Independent Study in Literature and Composition (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically, this English course is supervised study in specified genres or periods. Prerequisites: COR 101, COR 102, and one 100-level English course.

**ENG 490 Advanced Special Topics in English and Comparative Literature (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ENG 495 Internship in English and Comparative Literature (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**ENV (Environmental Studies)****ENV 101 Introduction to Environmental Studies (4 hours)**

This course introduces the study of interactions between humans and their environments. Such interactions are important because human impacts on an environment can be large and render a society unsustainable. In addition, they are often complex and require multidisciplinary training to understand and manage. Accordingly, this course will cover and relate material from multiple disciplines (e.g., biology, economics, politics) at scales ranging from local to global.

**ENV 200 Independent Study in Environmental Studies (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ENV 290 Special Topics in Environmental Studies (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ENV 400 Advanced Independent Study in Environmental Studies (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ENV 401 Seminar in Environmental Studies (1 hour)**

This seminar meets once a week to discuss classic and contemporary literature that explores the interactions between humans and their environments. Participants will be required to critically evaluate, integrate, and build upon this literature with peers and to effectively express their perspectives with speech and in writing. Prerequisites: a declared and approved minor in Environmental Studies; a grade of C- or better in ENV 101; and at least junior standing.

**ENV 490 Advanced Special Topics in Environmental Studies (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ENV 495 Internship in Environmental Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**FMS (Film and Media Studies)****FMS 125 History of the Motion Pictures (4 hours)**

This course provides a broad historical perspective on some of the aesthetic, cultural, economic, political, ideological, and technological trends impacting motion pictures from their origins in the late 19th century through the present. In this course, students will examine the social consequences and political implications of mass-mediated entertainment. Our goal is to develop the theoretical tools and critical perspective to interrogate the films that saturate our lives. Films play a significant role in the social construction of identity (race, ethnicity, class, gender, sexual orientation, nationality, etc.) and the creation of culture at large. Ultimately, this course is designed to teach you the history of the medium and to encourage you to think critically about the media texts you consume while simultaneously recognizing the ideological structures that attempt to shape our experiences of these texts. Prerequisites: None. Offered every fall semester. Cross-listed as COM 125.

**FMS 135 Aesthetics and Analysis (4 hours)**

This course lays a foundation for the study of motion pictures/media and their important contributions to cultural and social discourse. This course is designed to complement the historical information you gain in “History of the Motion Pictures” by increasing attention paid to film terms and their use in filmmaking and criticism. Assigned readings, movie screenings and class discussions will introduce students to vocabulary, concepts, and perspectives helpful in the critical study of motion pictures. Our aim is to examine the various ways meanings are generated by the viewing experience. The course also is designed to develop critical thinking and writing tools, with particular emphasis given to thinking and writing about the cinema.

Prerequisites: None. Offered every spring semester.

**FMS 150 Introduction to Multimedia Production (4 hours)**

The objective of this course is to familiarize students with the basic tools, language, resources, and techniques associated with multimedia production. Students will develop basic skillsets in production techniques including cinematography, lighting, and audio recording, and postproduction techniques including digital audio and video editing, graphics, and special effects. To accomplish this, students will be required to participate in a series of assignments that will focus on utilizing skills and techniques studied in class to create multimedia content. Prerequisites: None. Offered every semester.

**FMS 200 Independent Study in Film and Media Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**FMS 275 Experimental Video for Artists (4 hours)**

The presence of video is ubiquitous in everyday life. We experience it through broadcast television and online media, with home movies of family/friends or vacation mementos, and we encounter it in public spaces through systems of observation and surveillance, etc. As a medium for artistic expression, video presents unique opportunities for creative exploration that encompass a broad range of uncommon possibilities in the realm of abstraction, documentary, and conceptual inquiry. The aim of this class is to provide a foundation to understand the technology of digital video and the application of those means to artistic endeavors, in conjunction with the history of video as an art form. Prerequisite: FMS 150. Offered every fall semester. Cross-listed as ART 275.

**FMS 290 Special Topics in Film and Media Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**FMS 305 Sound Design (4 hours)**

The object of the sound design course is to provide a basic understanding of the technical skills necessary to appreciate and possibly pursue a career in sound arts. It provides core coursework that covers the science of audio, basic and advanced recording, editing and processing, and studio recording and post-production techniques common to all audio production fields. The goal is to provide a foundational understanding of audio theory and production fundamentals. The class will introduce a variety of historical and contemporary sound artists and designers as well as issues and theories within the current and historical film/arts world. Students will be evaluated upon achievement of technical and aesthetic excellence rather than excessive quantity or software knowledge. Individual creativity, visual problem solving and precise craftsmanship will be stressed. Students should be prepared to devote a significant amount of time outside of class to complete assignments. Prerequisite: FMS 150. Offered alternate spring semesters.

**FMS 315 Lighting Design (4 hours)**

The goal of this course is to build upon students' understanding of lighting for the multimedia environment by exploring how to best achieve a desired look both on set and via post-production practices/procedures. By learning more about the various properties of light, such as brightness, size of source, color, angle of throw, and the directional movement of its rays, students will extend their technical skills in order to better prepare for work in the field. Through hands-on studio lighting projects, students will learn how to manipulate light and the camera to achieve the desired aesthetic. Prerequisite: FMS 150. Offered alternate spring semesters.

**FMS 325 Television Analysis (4 hours)**

This course is an overview and analysis of contemporary television structures, meaning systems, genres, and modes of production. Many media scholars and cultural critics have labeled television as the most powerful and important form of communication of the last 70 years, shaping our opinions and outlook on the world while also bringing us together with shared knowledge and experiences. This course explores the medium of television, including what makes it distinct from other media, its role in American democracy, and its role in our everyday lives. We will look at how the structure of the industry dictates what programs are produced, who produces them, and how they relate to and illustrate current tensions within culture and society. Through the exploration of the critical perspectives of television studies, this course will prepare students for further studies in media criticism and aid in students' development as sophisticated and critical media consumers and producers. The overarching goal of the class is to enable students to think critically about how they watch television, how what they watch affects their lives, and why certain characters/messages are created and become popular in our culture. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate fall semesters. Cross-listed as COM 325.

**FMS 335 Directing for the Camera (4 hours)**

The purpose of this class is to develop the student's ability to analyze a scripted scene or sequence, form a unique vision derived from thorough textual analysis, then communicate that vision effectively to an audience through carefully designed camera movement and choreographed actor staging. Throughout the course of the semester, students will gain practical experience in planning and choreographing camera and actor movement in both single, 'long take' scenes, and edited moving camera 'sequence' scenes or 'long take master scenes' with necessary edited coverage. Beginning with textual analysis, students will investigate the subtext of their chosen scene and integrate actor staging with camera movement to produce work that clearly articulates the director's unique vision of the text. Students will then learn the process of editing multiple camera movement shots into one coherent scene or sequence that furthers the director's visual design. The course will also examine the history of camera movement, beginning with The Silent Era and 'Golden Age' of the Hollywood Studio System and trace how camera movement evolved with technology and progressed through the various movements in world cinema. In addition, students will choose a director and do an in-class visual presentation on the evolution and technique of their chosen director's style of camera movement throughout their career. Prerequisite: FMS 150. Offered alternate spring semesters.

**FMS 400 Advanced Independent Study in Film and Media Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**FMS 405 Advanced Digital Cinematography (4 hours)**

This is an intensive hands-on course designed to familiarize students with cinematic language and filmmaking techniques in preparation for more advanced work in the field. Through a series of collaborative assignments and exercises, students will employ a wide variety of techniques in order to enhance their skills and further their experience in the following areas: lighting, shot composition, camera movement and special effects.

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These assignments will stress collaboration, pre-production planning, exploiting limited resources, mise-en-scene, and the application of post-production techniques to create an aesthetic that serves the story and artistic intent. Prerequisite: FMS 150. Offered alternate spring semesters.

### **FMS 425 Critical History of Radio, TV, and New Media (4 hours)**

This course introduces students to the study of the history of radio, television, and new media. Throughout the course of the semester, students will examine the development of electronic media from the invention of radio through the height of the network era up to the contemporary multi-channel media environment. Although we will touch on media throughout the world, our primary emphasis will be on the evolution of broadcasting and cable in the United States. We will explore the complex ways in which technological, social, political, industrial and cultural factors have interacted to shape the form and content of electronic media from the early 20th century to the present. The course will conclude with a consideration of the potential implications of convergence on contemporary American—and global—media culture. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate fall semesters. Cross-listed as COM 425.

### **FMS 435 Media Industries (4 hours)**

Three main objectives will guide us throughout the semester: First, we will survey the history of the media industries and of media industries-related scholarship. Using Hollywood's film and television operations as our primary objects of analysis, but referring to other contexts throughout, we will consider key ways that regulatory and technological shifts, along with growing impulses toward globalization, have intersected with industrial changes. Second, we will look at the range of qualitative methods that have been employed to research the media industries. In the process, we will read several case studies that provide applications of each of these approaches. Third, we will explore the evolving field of media industry studies. This field, which incorporates work in film, media, communication, sociology, anthropology, and cultural studies, argues for the importance of integrating analysis of media structures with consideration of cultural and textual matters. Although our readings will focus most heavily on filmed entertainment from Hollywood, students are encouraged to research such areas as video games, music, comic books, publishing, and radio in their final projects. Further, students are encouraged to apply the theoretical and methodological frameworks surveyed in class to other local, regional, and national contexts. Prerequisites: COM 120 or FMS 125 or COM 125. Offered alternate spring semesters. Cross-listed as COM 435.

### **FMS 445 Film Theory and Criticism (4 hours)**

This course provides an introductory overview to film theories and methods of film analysis. Film theory describes how cinema functions as a medium, art form, practice, institution, etc., and how cinema signifies (i.e., communicates, produces meanings, and constructs itself as a language). Film criticism describes an applied form of film analysis. These two concerns intertwine within the structure of the class much like they remain closely related within practice (i.e., a lot of film theory stems from close analysis and film criticism can advance theoretical claims about the nature of cinema). This course will examine the relationship between the cinema and society through collective and individual analyses of films. We will continue to explore this from different angles each week while we shift between different types of film theory and criticism. The class has two main objectives: to develop the ability to comprehend and critically engage with scholarly literature about film and to develop the ability to conduct close textual analysis with theoretically informed language. The aim of this course is to ensure that students understand what film theory is and what it is for, rather than see it as an end in and of itself, and then, rather than simply "apply it" to films, use it as a tool to develop and express their own personal and sophisticated language of analysis. Prerequisite: FMS 125. Offered alternate spring semesters.

**FMS 490 Advanced Special Topics in Film and Media Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**FMS 495 Internship in Film and Media Studies (1-12 hours)**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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 ([Sec. 6.4.4.](#)) required for FRE 102. In general, native-level French speakers are restricted from taking French at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary French course.

**FRE 200 Independent Study in French (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**FRE 201, 202 Intermediate French I, II (4 hours each)**

This courses involve 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 ([Sec. 6.4.4.](#)) for FRE 201; FRE 201 or placement by testing ([Sec. 6.4.4.](#)) for FRE 202.

**FRE 290 Special Topics in French Language, Literature and Culture (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this French course will explore topical aspects of the literature and cultural phenomena associated with the French language. 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 202 or placement by testing ([Sec. 6.4.4.](#)).

**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 ([Sec. 6.4.4.](#)).

**FRE 400 Advanced Independent Study in French (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 302.

**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 302.

**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

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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 490 Advanced Special Topics in French Language, Literature and Culture (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this French 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.

#### **FRE 495 Internship in French (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

### **FYS (First Year Seminar)**

#### **FYS 101, FYS 102 First Year Seminar I, II (1 hour each)**

This is a small-group, seminar style course facilitated by faculty, possibly along with upper-class peer mentors. Within the context of a topic (which can vary from one section to another), students will explore ways to enhance the likelihood of their successful transition from secondary school to college. Students will also learn how to model responsible and engaged behavior in a community of learners and will carry out civil, intellectual discourse within that community.

#### **FYS 201, FYS 202 Student Mentoring for First Year Experience I, II (1 hour each)**

This class is for upper-class peer mentors who assist faculty instructors in planning and teaching FYS 101, FYS 102, or other similar courses. Students participate in training meetings prior to the beginning of the targeted course, attend all class meetings, and mentor new students throughout the course. No more than four semester hours totaled across all sections of FYS 201 and FYS 202 are permitted to count toward graduation. These classes are graded on a Satisfactory/Unsatisfactory basis. Prerequisite: permission of the instructor.

### **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

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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. 6.4.1.](#) and [Sec. 6.4.2.](#)). A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. Prerequisite: See individual course listings in the current semester class schedule.

**GEN 200 Independent Study in General Science (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**GEN 290 Special Topics in General Science (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GEN 400 Advanced Independent Study in General Science (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**GEN 490 Advanced Special Topics in General Science (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GEN 495 Internship in General Science (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## 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 ([Sec. 6.4.4.](#)) required for GER 102. In general, native-level German speakers are restricted from taking German at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary German course

### **GER 200 Independent Study in German (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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 ([Sec. 6.4.4.](#)).

### **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 ([Sec. 6.4.4.](#)).

### **GER 290, GER 291 Special Topics in German Language, Literature and Culture I, II (1-4 hours each)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, these German courses explore topical aspects of the literature and cultural phenomena associated with the German language. Prerequisite: GER 202.

### **GER 400 Advanced Independent Study in German (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **GER 490, GER 491 Advanced Special Topics in German Language, Literature and Culture I, II (1-4 hours each)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GER 495 Internship in German (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**GO (Global Oglethorpe) (please see [Sec. 10.6.11.](#))****GO: ART 298 Art and Architecture of Barcelona (3 hours)**

This course focuses on the major art movements in Barcelona, designed to include both Catalan and Spanish cultures.

**GO: ART 298 Special Topics in Art History (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: ART 300 Italian Renaissance Art History (3 hours)**

This course focuses on the major artists and art movements of the Italian Renaissance period, up to and including the Mannerists, from 1250-1600. This course critically examines the paintings, architecture, and sculpture of the European late Gothic to the beginning of the Baroque. Instruction will center on the visual arts as political, social, religious, and mythological evocations and reflections of the periods investigated. Taught in an interdisciplinary format, the course also incorporates the history, science, music, and economics which relate to the visual arts of Italy.

**GO: BUS 260 Principles of Management (3 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. The city/country will enrich and inform the course and its learning.

**GO: BUS 280 International Entrepreneurship Directed Study (3 hours)**

In partnership with LeadAbroad and Corkscrew, this directed study will consist of three major components: (1) study entrepreneurship theories and concepts focused on new business start-ups; (2) work and learn alongside a local entrepreneur; (3) develop a business plan for your own potential business start-up.

**GO: BUS 305 Principles of Entrepreneurship (3 hours)**

Principles of Entrepreneurship explores the fundamentals of managing small businesses and launching new ventures. A strong focus will be on the multi-disciplinary aspects of entrepreneurship. Course work will include case study evaluation, discussion of current topics in entrepreneurship, development of ideas for new ventures, and entrepreneurial visits (if possible). The course will combine theory with practice, encouraging students to apply principles, concepts and frameworks to real world situations. Course homework and projects will focus on evaluating existing business and new opportunities, strategic planning and the basics of business plan development.

**GO: BUS 360 Leadership and Power in Business (3 hours)**

One of the most popular subjects in the field of management is leadership and for good reason. At the macro level, leadership plays a critical role in the success of the organization. At the micro level, the debate continues as to whether leaders are born or made. This course will examine both the macro and micro issues of leadership through the review of leadership research as well as the study of business leaders. The country/city will enrich and inform the course and its learning.

**GO: BUS 370 International Business (3 hours)**

This course provides the student with an understanding of the challenges that result from conducting business outside of their home country. Through the text and cases, we will: examine how corporate strategy frames the “going abroad” decision, assess the cultural impact of doing business in a foreign country, and consider organizational issues in an international context. Prerequisite: BUS 260.

**GO: BUS 375 International Marketing (3 hours)**

The course will aid in the development of a global perspective and understanding of the marketing process along with the challenges faced by multi-national corporations in the 21st century.

**GO: COM 110 Public Speaking I (3 hours)**

Effective oral communication is essential for success in almost all professional and personal pursuits. This course seeks to give students practical exposure to the theoretical concepts, construction, and delivery of public speech for both small group and large audiences. Students will gain a greater understanding of topic selection, organizing ideas, adapting message to audiences, supporting ideas with clear and vivid language, and delivering speeches with greater confidence and enthusiasm.

**GO: COM 120 Introduction to Media Studies (3 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. They will consider the intersecting forces of economics, regulatory policy and the public interest that have shaped the media.

**GO: COM 260 Writing for Business and the Professions (3 hours)**

Communication is an essential and critical component of success in the professional world. This course will help students develop the skills necessary to write effectively in business and professional settings. Students will learn to produce the different kinds of documents found in the business world from memos and letters to proposals and reports.

**GO: COM 280 Gender, Culture, and Communication (3 hours)**

This course aims to develop an awareness of communication and media as gendered—that is, as shaped by relations of sex and gender, as well as by race, class, sexual orientation, and other categories of difference—and the effects of this socially constructed reality on individuals and society.

**GO: COM 290 Special Topics in Communication Studies (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: COM 290 Magazine Writing (3 hours)**

The goal of this class is for students to gain an understanding of the how magazine writers do their work and to develop their own writing skills. Students will critically read and discuss award winning magazine works. Students will learn the basic skills of magazine writing, including organization, interviewing and research and develop an appreciation of this genre. Each student will complete three different types of magazine articles.

**GO: COM 416 Survey of Research Methods (3 hours)**

This course will help students understand research in the social sciences. It explores different methodologies, both qualitative and quantitative such as survey research, participant observation, and content analysis. Students will develop skills to critically evaluate such research and become familiar with the epistemological considerations and the practical consequences of conducting different forms of research. Students undertaking advanced research projects, those considering graduate school or careers that require them to use and assess research will find the course particularly valuable.

**GO: ECO 122 Principles of Macroeconomics (3 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.

**GO: ECO 323 International Economics (3 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.

**GO: ENG 240 Topics in Literary and Cultural Studies (3 hours)**

This course aims to provide a foundation in intermediate literary and cultural studies skills via a topics approach that allows for greater breadth of coverage across multiple time periods and different genres within British, American, and global literature. Possible topics include "Postcolonialism," "Modernity," "Nation and Community," or "Women's Writing." Topics vary by semester. Prerequisites: a first-year writing course or one intro-level English course (the last with a grade of "C-" or higher).

**GO: ENG 241 Topics in Genre Studies (3 hours)**

This course examines a selected literary genre (including fiction, poetry, drama and non-fiction) within and across a range of historical periods and cultural and national contexts. In addition to learning about genres, students will develop skills of close reading, textual support, inter-textual analysis and critical thinking. Topics

vary by semester. Prerequisites: COR 101, COR 102 and one 100-level English course (the last with a grade of “C-“or higher).

**GO: ENG 340 Advanced Topics in Literary and Cultural Studies (3 hours)**

This advanced level course will explore a particular topic in a Literary and Cultural Studies sub-area, including both specific British, American, and global authors, and specific eras of English and global literature from the Medieval Period through the present. Students will read and write critically about literary texts (written and visual), cultural theory, and avenues of inquiry that theoretical approaches open. Students will also learn how to locate and evaluate the resources that literary and cultural studies depend on, and how to use disciplinary-specific methods of presenting and documenting work. Topics vary by semester. Prerequisite: COR 101, COR 102 and/or one 100-level English course (the last with a grade of “C-“or higher).

**GO: HIS 102 Europe and the World in the Modern Era (3 hours)**

This course introduces students to the modern history of Europe and its interactions with the broader world. Developments in society, culture, economy, technology, politics, war, and diplomacy will be analyzed. Central themes are the relationship of state and society through these centuries and the evolution of the middle class. Students are also introduced to History as a subject of study. The role of the country in which the course is offered will be stressed.

**GO: HIS 290 Special Topics in History (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: INT 290 Special Topics in Interdisciplinary Studies (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: INT 290 Culture, Values, and Global Citizenship (3 hours)**

This course was designed to be offered as a summer course for any of the GO programs. In general, the course is designed to guide students towards a deeper understanding of their own cultural and core identities—to expose and increase their cultural literacy with respect to their own culture and the culture of their study abroad location, to facilitate critical self-examination of their own core values and convictions, and to develop a more informed picture of the way in which culture influences, creates, and transforms individual experiences, values, social relations, power, and the way in which a person evaluates and assesses contemporary political, social, ethical, and economic issues.

**GO: INT 490 Advanced Special Topics in Interdisciplinary Studies (3 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: INT 490 Cinema Español: Spanish Culture and Society Through Film (3 hours)**

This course will focus on the complexities of Spanish culture and society through the films of directors like Buñuel, Almodóvar, Uribe, Bollaín, and others. By discussing and analyzing the cinematic works of these directors, the course will explore how the following issues impacted and changed Spanish society during the

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twentieth century: the Spanish Civil War and Franco Dictatorship, creating and contesting a narrow notion of Spanish identity, gender politics, the colonialist past, and immigration. Pre-Requisites: None for INT 490 option; SPN 301 for SPN 290 option; SPN 302 for SPN 490 option. Cross-listed as SPN 290 and SPN 490.

**GO: ITL 101 Elementary Italian I (3 hours)**

This travel course is an onsite introduction to and study of Italian language and culture in Rome. Emphasis will be placed on acquiring a basic foundation in understanding, speaking, reading, and writing Italian, and utilizing the city of Rome as the immersive and authentic cultural context of this wonderful study experience.

**GO: NPM 220 The Nonprofit Sector (3 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.

**GO: PHI 105 Principles of Critical Thinking (3 hours)**

In this course students will learn, develop, and sharpen their critical thinking skills. They will learn the difference between descriptions, explanations and arguments and the myriad of contexts in which arguments appear (philosophical treatises, media, film, radio, etc.) They will be able to articulate the special nature of arguments and will learn how to analyze and evaluate them. Students will also examine the principles of deductive and non-deductive reasoning as well as the mistakes in reasoning that lead us to make bad arguments, draw incorrect conclusions, and adopt questionable beliefs.

**GO: PHI 106 The Bible and Rome: Philosophical Investigation of the Hebrew Bible and New Testament (3 hours)**

In this course, we will engage in a philosophical investigation of two of the most influential texts of Eastern and Western civilization—the Hebrew Bible and the New Testament. From our studies students will be able to articulate the ideas, questions, and problems that the Hebrew Bible and the New Testament contributed to the historical philosophical conversation. In addition, they will develop the skills requisite for successful philosophical analysis and reflection.

**GO: PHI 202 How Ought We Live? And Introduction to Ethics and the Good Life (3 hours)**

Ethics is a branch of philosophy that investigates the set of questions that arise when we think about the question “how ought one act, morally speaking?” In this course students will become acquainted with ethical theories that provide standards for determining whether an action is right, wrong, good, or bad. They will also apply these theories to contemporary social issues such as abortion, capital punishment, and animal rights.

**GO: PHI 210 The Foundations of Roman Thought: Pursuing the Beautiful, the Divine, Freedom and Empire (3 hours)**

The aim of this course is to introduce students to the ideas, questions, and problems that occupied the Roman philosophical tradition. Many of the ideas and questions that developed within this tradition, particularly those that pertain to (1) the complex relationship between beauty, truth, and the divine and (2) the structure and aims of political life are still present for us today. In addition to introducing students to the latter



questions and themes within the Roman philosophical tradition, this course will help students see and articulate these questions as fundamental human questions.

**GO: PHI 212 Experiencing the Depth of Art (3 hours)**

The aim of this course is to introduce students to philosophical ideas within the most pivotal movements in Philosophy and to illuminate the connection between the philosophical claims of these movements and revolutions in art. So, in addition to introducing students to key ideas in Philosophy, this course aims to show the way in which artistic movements express and embody the intellectual and philosophical milieu of the time in which they emerged.

**GO: SOC 290 Special Topics in Sociology (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: SPN 201 Intermediate Spanish (3 hours)**

This three credit onsite in Spain summer course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Cultural readings, class discussions, and role playing require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102.

**GO: SPN 290 Special Topics in Spanish (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: SPN 290 Cinema Español: Spanish Culture and Society Through Film (3 hours)**

This course will focus on the complexities of Spanish culture and society through the films of directors like Buñuel, Almodóvar, Uribe, Bollaín, and others. By discussing and analyzing the cinematic works of these directors, the course will explore how the following issues impacted and changed Spanish society during the twentieth century: the Spanish Civil War and Franco Dictatorship, creating and contesting a narrow notion of Spanish identity, gender politics, the colonialist past, and immigration. Pre-Requisites: None for INT 490 option; SPN 301 for SPN 290 option; SPN 302 for SPN 490 option. Cross-listed as INT 490 and SPN 490.

**GO: SPN 303 Advanced Spanish Conversation (3 hours)**

This three credit onsite in Spain summer course has been created to improve students' fluency and conversational skills in the Spanish language. Improvement in fluency comes with practice, which in this case demands oral preparation. This course creates opportunities for conversation to occur among learners of Spanish on varied topics that are relevant, interesting, and provocative. Students' immersion in Spanish culture and their experience of cultural differences will also be a regular class topic. Each class should provide an opportunity for the students to contribute their thoughts and ideas and to improve their use of the language. Readings, small group discussions, oral skits, grammar review, and practice of new vocabulary should help students improve their Spanish skills. Prerequisite: SPN 201 or three semesters of Spanish.

**GO: SPN 490 Advanced Special Topics in Spanish (3 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GO: SPN 490 Cinema Español: Spanish Culture and Society Through Film (3 hours)**

This course will focus on the complexities of Spanish culture and society through the films of directors like Buñuel, Almodóvar, Uribe, Bollaín, and others. By discussing and analyzing the cinematic works of these directors, the course will explore how the following issues impacted and changed Spanish society during the twentieth century: the Spanish Civil War and Franco Dictatorship, creating and contesting a narrow notion of Spanish identity, gender politics, the colonialist past, and immigration. Pre-Requisites: None for INT 490 option; SPN 301 for SPN 290 option; SPN 302 for SPN 490 option. Cross-listed as INT 490 and SPN 290.

**GRE (Greek)****GRE 101 Attic Greek I (4 hours)**

This course will introduce students to the grammatical and syntactical elements of the Attic dialect of fifth century Athens. Mastery of these materials will enable students to read works written by Thucydides, Sophocles, Plato, Aristotle, and other ancient authors of this period. Knowledge of Attic Greek will also provide a foundation for those wishing to study Homeric epic or The New Testament. In general, native-level Greek speakers are restricted from taking Greek at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Greek course.

**GRE 102 Attic Greek II (4 hours)**

Building on the foundation from GRE 101, this course will continue to introduce students to the grammatical and syntactical elements of the Attic dialect of fifth century Athens. Mastery of these materials will enable students to read works written by Thucydides, Sophocles, Plato, Aristotle, and other ancient authors of this period. Knowledge of Attic Greek will also provide a foundation for those wishing to study Homeric epic or The New Testament. In general, native-level Greek speakers are restricted from taking Greek at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Greek course.

**GRE 200 Independent Study in Attic Greek (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy.

**GRE 290 Special Topics in Attic Greek (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Attic Greek course is an intense study of diverse topics under the direct supervision of an Attic Greek faculty member.

**GRE 400 Advanced Independent Study in Attic Greek (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**GRE 490 Advanced Special Topics in Attic Greek (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**GRE 495 Internship in Attic Greek (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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. HIS 101 cannot be counted towards either the geographic or the period distribution requirement.

**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. HIS 102 cannot be counted towards either the geographic or the period distribution requirement.

**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 provides the opportunity for an intense study of diverse topics under the direct supervision of the

instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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 222 History of the Holocaust (4 hours)**

This class focuses on understanding how and why the Holocaust happened. The course covers the perspectives of perpetrators, victims, and bystanders. We will analyze the motives and actions of each group seeking to find answers to very difficult questions. [E, 3]

#### **HIS 234 To Tell a Free Story: African American History to 1900 (4 hours)**

This course introduces students to African American History from the arrival of African people in the Americas, and the establishment of the trans-Atlantic slave trade, to the abolition of slavery in the United States, and the reconstruction of black life after the American Civil War. [A, 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,

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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 255 The Land of Milk and Honey: The History of the Israeli-Palestinian Conflict (4 hours)**

This course examines the relationship between Israelis and Palestinians. We explore how Israel became a state and how Palestinians came together without a state. We will look at this history from a variety of sources and seek to understand the various and complicated motives between each side and within both groups. [E, 3]

**HIS 270 History of Diplomacy (4 hours)**

This course examines the evolution of modern diplomacy. Essentially aristocratic from the Renaissance to World War One, world diplomacy then democratized. The rise of Communism introduced a rival approach. Additional factors such as gender, race, religion, economics, finance, and water contribute.

**HIS 290 Special Topics in History (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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]

**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]

**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]

**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

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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]

### **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]

### **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]

### **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]

### **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. [E, 2]

### **HIS 315 History of Atlanta (4 hours)**

The object of this course is to use Atlanta as a laboratory to study change in the metro area through time. The course will delineate the forces that have shaped our city and our suburbs helped create today's metropolitan configuration, the behavior of people who live in the city and suburbs, the changing roles of downtown, the growth of neighborhoods, the shifting alliances of political power, the evolution of race relations, transportation, the outward sprawl of suburban communities, and the prospects for the future development of Atlanta. The course surveys how social, political, economic, historical and geographic forces transformed a little railroad gulch in the 1840s to the new international city of today. [A, 3]

### **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]

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**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]

**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]

**HIS 400 Advanced Independent Study in History (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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]  
Prerequisite: Either junior or senior standing.

**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

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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]  
Prerequisite: Either junior or senior standing.

#### **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: Either junior or senior standing.

#### **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]

#### **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]

#### **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. Prerequisite: Enrollment limited to declared senior History majors and senior students with IPMs demonstrating a concentration in History.

#### **HIS 490 Advanced Special Topics in History (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **HIS 495 Internship in History (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## HON (Honors)

### **HON 301 Honors Research Methods (1 hour)**

In this course, with the aid of a faculty supervisor and reading committee, the students select and begin to research a thesis topic. Students attend a series of research skills sessions in order to draft and revise a prospectus for the Honors thesis. Honors students enrolled in this seminar will present their research proposals to their cohort and to faculty, and will submit a formal prospectus and related materials to their reading committee for approval. Students must also successfully defend their prospectus orally in order to continue to the thesis. Graded on a Satisfactory/Unsatisfactory basis. Course may be taken twice.

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 401 Honors Thesis (4 hours)**

Under continued direction of the faculty supervisor, students undertake intensive research of the thesis topic. Students submit a complete first draft of the thesis to their reading committee. Graded with a letter grade, "A" through "F." Prerequisite: Completion of HON 301 with a grade of "S" (Satisfactory) and official acceptance into the Honors program, including an approved thesis prospectus.

### **HON 402 Honors Thesis Revision (2 hours)**

Under continued direction of the faculty supervisor and reading committee, students make revisions to the thesis, and a final draft of the thesis is submitted to the reading committee. An appropriate oral presentation of the honors work in an academic setting, typically a formal defense of the thesis, also will be required. Students are also required to present their thesis research/project at the annual Liberal Arts and Sciences Symposium (LASS). Honors students are required to submit their thesis to the Oglethorpe Journal of Undergraduate Research, and to submit a hard copy of the final, approved version of their thesis to the OU Library archives. Graded on a Satisfactory/Unsatisfactory basis. Prerequisite: Minimum grade of "C" in HON 401. A grade of "I" (Incomplete) in HON 401 is not acceptable.

## INS (International Studies)

### **INS 200 Independent Study in International Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **INS 290 Special Topics in International Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **INS 400 Advanced Independent Study in International Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct

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supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **INS 490 Advanced Special Topics in International Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

#### **INS 495 Internship in International Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

### **INT (Interdisciplinary Studies)**

#### **INT 200 Independent Study in Interdisciplinary Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **INT 290 Special Topics in Interdisciplinary Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Interdisciplinary Studies course will focus on materials and topics that transcend the boundaries of specific academic disciplines. 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).

#### **INT 400 Advanced Independent Study in Interdisciplinary Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **INT 490 Advanced Special Topics in Interdisciplinary Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **INT 495 Internship in Interdisciplinary Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

### **ISC (International Study Center)**

- ISC courses may only be taken by students enrolled in the International Study Center Pathway Program ([Sec. 4.2.4.6](#)).
- ISC courses are classified as remedial or developmental ([Sec. 1.4.3.1](#)). Though these courses count towards full-time academic load ([Sec. 6.10](#)), they do not count in the semester hours required for any Oglethorpe degree ([Sec. 8.5](#)).

### **ISC 011 Listening & Speaking I (4 Hours)**

This course provides short and focused activities to help students improve their English listening and speaking skills. It includes practice in understanding main ideas and key words, phrases and specific sounds to assist students in developing better speaking and comprehension skills. Students will learn and use new vocabulary, pronunciation, and conversation skills while giving academic presentations as well as speaking in small groups and individually. Students will also work to better understand academic lectures and practice basic note-taking skills.

### **ISC 012 Grammar I (4 Hours)**

Grammar I will focus on grammatical structures that enable students to better understand and use academic English. Students will learn and apply grammatical knowledge to express themselves confidently and appropriately in different academic situations, as well as social situations that they might experience while studying in the U.S. Students will learn and practice parts of speech, word forms, clauses, and sentence construction in all skill areas: reading, writing, listening, and speaking.

### **ISC 013 Reading I (4 Hours)**

The purpose of Reading I is to prepare students for the reading tasks they will face when taking academic classes. In this course students will learn and practice the skills necessary for comprehending academic texts. Readings of different types that cover different topics will be used to develop students' reading comprehension, speed, and vocabulary, as well as writing, listening, and speaking skills. Students will also work to build an appropriate academic vocabulary for greater comprehension in reading and expression in both writing and speaking.

### **ISC 014 Writing I (4 Hours)**

In this course students will learn and apply the writing skills essential for academic success including sentence, paragraph, and basic essay writing. This course is aimed at students planning to study, or are already studying, at university level in English. Course work will focus on planning and writing clear paragraphs and essays, as well as on improving sentence structure, vocabulary, and grammar in written work. Students will practice planning and organizing, drafting, and revising their work and will better understand the requirements of academic-style writing in the U.S.

### **ISC 021 Listening & Speaking II (4 Hours)**

In this course students will learn and apply the listening, note-taking, and presentation skills essential for academic learning, inquiry, and communication in the context of authentic academic listening and speaking tasks. Students will work to build fluency, comprehension, and vocabulary skills through extensive and intensive

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listening tasks of increasing complexity. Contemporary academic lectures and seminars will be used to develop students' critical thinking skills. Students will work to improve note-taking and organizational skills, and understand how lectures and presentations are organized. Students will work to improve their pronunciation of individual sounds in English and practice rhythm, intonation, and correct use and pronunciation of academic vocabulary.

### **ISC 022 Grammar II (4 Hours)**

This course will focus on high-intermediate grammatical structures that enable students to better comprehend and use academic English. Students will learn to appreciate the relevance of acquiring and applying grammatical knowledge to express themselves confidently and appropriately in different academic situations, as well as social situations relevant to the American college context. This course aims to build students' accuracy and fluency in spoken and written English by increasing awareness of complex sentence structures commonly used in academic reading, writing, and verbal interaction. Students will have opportunities to apply new constructions and to practice correcting errors in both speaking and writing.

### **ISC 023 Reading & Writing II (4 Hours)**

In this course, students develop and apply the reading skills essential for academic learning and inquiry, in the context of authentic academic reading tasks. Students will work to build fluency, comprehension, and vocabulary skills through extensive and intensive reading tasks of increasing complexity. This course will serve as preparation for college composition course and any writing intensive courses. There will be a number written tasks and prompts that will stimulate free writing practice and introduce students to various styles of writing. Students will also use these written tasks to develop editing skills through the writing process and to apply level-appropriate grammar rules and vocabulary to their work.

### **ISC 031 Listening & Speaking III (4 Hours)**

In this course students will learn and apply listening, note-taking, and presentation skills essential for academic learning, inquiry, and discourse in the context of authentic academic listening and speaking tasks. Students will work to build fluency, comprehension, and vocabulary skills through extensive and intensive listening tasks of increasing complexity. Students will listen to academic lectures, presentations, and discussions, detect the speaker's intonations and attitudes, and identify details and main ideas. Students will develop the ability to actively participate in discussions and conversations as well as manage opposing viewpoints and turn taking in a conversation. This course also focuses on critical thinking skills and increasing the students' abilities to make inferences and analyze arguments.

### **ISC 032 Grammar III (4 Hours)**

Grammar III builds on students' prior knowledge of academic writing, speaking, and grammar structures to reinforce and improve the fluency and accuracy of advanced-level students. Students will use highlighted grammar structures in academic context and structured exercises while improving vocabulary and academic content knowledge. Through grammar in academic context, explicit instruction, error analysis, and authentic examples of grammar in reading, writing, listening, and speaking, students will increase their ability to utilize advanced grammar forms and become more proficient in writing and speaking in academic situations.

### **ISC 033 Reading & Writing III (4 Hours)**

Reading and Writing III is designed to help students read and write academic English and to facilitate development in these skills for success in future university studies. Students will be provided opportunities to analyze and express ideas in academic writings while reading and critiquing the work of others. Students will write essays to become familiar with aspects of conducting research and following APA and/or MLA guidelines to produce academically acceptable papers. Students will improve upon and apply the reading skills essential for academic learning, inquiry, and discourse in the context of authentic academic reading tasks. Students will build vocabulary through extensive and intensive reading tasks of increasing complexity. Contemporary academic

texts about writing will be used to develop students' critical reading, academic vocabulary, and complex writing skills.

#### **ISC 046 Recitation (4 Hours)**

The recitation course is structured as language and study skill support for academic courses in which the students are enrolled. This course is a structured, scheduled academic environment providing the opportunity for students to complete assignments and work closely with their language instructor. Students are assigned to an instructor for the class period and required to adhere to behavioral and academic expectations. Instructors utilize students' content materials to develop activities and discussions that will increase comprehension of material and further students' abilities to work independently in academic settings. Each week, the course will focus on the language skills and vocabulary needed for the students' content courses. Additionally, there will be a focus on study skills and time management needed for success in academic settings. Students will leave the course better equipped for university level academic course work and a thorough understanding of time management and appropriate study habits for the university.

#### **ISC 047 College Life (4 Hours)**

College Life focuses on the study and life skills necessary for students to be successful in an American university setting. Students will develop critical skills and strategies for incorporating researched materials into written work, working in groups, giving presentations, navigating an American university campus, and building language skills through immersion in the new culture. In addition, students will prepare for their future careers through the Career Ahead Program. This course will equip students with the skills to survive and thrive in a new academic setting, and more importantly, provide the opportunity to examine and refine students' learning, organization, and time management skills to enable them to become successful students. Students will reflect upon their own learning styles and strategies and apply new skills and strategies in their daily life and habits.

#### **ISC 048 US Culture (4 Hours)**

US Cultures offer students a means for analyzing and evaluating the complex social and moral issues that are specific to the landscape of the United States. As students examine their own cultures and compare them with others, culture shock and cultural conflict may be lessened and appreciation for cultural differences may be strengthened. Students will engage in interactive tasks, including researching and case analysis of topics and social, academic and professional issues, especially those suggested by the extensive reading component of this course. Through the process of reading, discussion, analysis and writing students in this class will enrich their understanding of today's global society while at the same time they are sharpening their academic English skills. The exploration and comparison of students' own cultural backgrounds with their classmates through discussions and interactive tasks will allow for the fostering of cultural sensitivity and lessening of culture shock.

#### **ISC 049 Critical Thinking (4 Hours)**

The purpose of this course is to develop the critical thinking skills needed to interpret and assess arguments and information. This course will highlight the language skills essential for critically analyzing and discussing the quality of the information and opinions presented in authentic texts and listening selections. The course will concentrate on detecting errors of reasoning in short and long passages, evaluating evidence in written and verbal arguments, detecting logical inconsistencies, removing vagueness and ambiguity through word choice and phrasing, and identifying the point or purpose of someone's remark. Through examining these topics, students will be able to thoughtfully respond to others' opinions in a clear, logical, and informed way. Students will leave the course better prepared to collect, synthesize, and evaluate information and feel more confident in presenting their perspectives in an academic setting.

#### **ISC 050 Research Skills (4 Hours)**

Research Skills is an advanced-level preparatory course to guide students in the process of conducting undergraduate research at an American university. Students will learn and practice a variety of research and

research-writing skills, including citation, documentation, quoting, and paraphrasing, and summarization. Students will also learn why research is needed, the different types of research they might conduct, and why documentation is so vital in U.S. academic and professional settings.

## **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 ([Sec. 6.4.4.](#)) for JPN 102. In general, native-level Japanese speakers are restricted from taking Japanese at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Japanese course.

### **JPN 200 Independent Study in Japanese (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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.

### **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.

### **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.

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**JPN 290, JPN 291 Special Topics in Japanese Language, Literature and Culture I, II (1-4 hours each)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, these Japanese courses explore topical aspects of the literature and cultural phenomena associated with the Japanese language through readings in English in this course.

**JPN 400 Advanced Independent Study in Japanese (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**JPN 490, JPN 491 Advanced Special Topics in Japanese Language, Literature and Culture I, II (1-4 hours each)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**JPN 495 Internship in Japanese (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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 ([Sec. 6.4.4.](#)) required for LAT 102. In general, native-level Latin speakers are restricted from taking Latin at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Latin course.

**LAT 200 Independent Study in Latin (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**LAT 290, LAT 291 Special Topics in Latin Language, Literature and Culture I, II (1-4 hours each)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.



Specifically, these Latin courses explore aspects of the literature and cultural phenomena associated with the Latin language in this two-semester sequence of courses.

**LAT 400 Advanced Independent Study in Latin (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**LAT 490 Advanced Special Topics in Latin Language, Literature and Culture (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**LAT 495 Internship in Latin (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**LEAD: Cape Town (please see [Sec. 10.5.10.](#))**

**LEAD: HIS 290 Special Topics in History: Global Citizenship and Civic Engagement: South Africa (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this History course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in South Africa, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as POL 290, SOC 290 and ULP 402.

**LEAD: HIS 490 Advanced Special Topics in History: Leadership: Global Theory and Practice: South Africa (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in South Africa. Readings, assignments, and activities grounded in South African society and culture will guide this unique experience. Offered every summer. Cross-listed as POL 490, SOC 490 and ULP 401.

**LEAD: POL 290 Special Topics in Politics: Global Citizenship and Civic Engagement: South Africa (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Politics course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in South Africa, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, SOC 290 and ULP 402.

**LEAD: POL 490 Advanced Special Topics in Politics: Leadership: Global Theory and Practice: South Africa (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in South Africa. Readings, assignments, and activities grounded in South African society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, SOC 490 and ULP 401.

**LEAD: SOC 290 Special Topics in Sociology: Global Citizenship and Civic Engagement: South Africa (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Sociology course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in South Africa, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, POL 290 and ULP 402.

**LEAD: SOC 490 Advanced Special Topics in Sociology: Leadership: Global Theory and Practice: South Africa (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in South Africa. Readings, assignments, and activities grounded in South African society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, POL 490 and ULP 401.

**LEAD: ULP 401 Leadership: Global Theory and Practice: South Africa (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in South Africa. Readings, assignments, and activities grounded in South African society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, POL 490 and SOC 490.

**LEAD: ULP 402 Global Citizenship and Civic Engagement: South Africa (3 hours)**

The course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in South Africa, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United

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States. Offered every summer. Cross-listed as HIS 290, POL 290 and SOC 290.

**LEAD: Greece (please see [Sec. 10.5.10.](#))**

**LEAD: HIS 290 Special Topics in History: Global Citizenship and Civic Engagement: Greece (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this History course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in Greece, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as INT 406, POL 290, SOC 290 and ULP 402.

**LEAD: HIS 490 Advanced Special Topics in History: Leadership: Global Theory and Practice: Greece (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in Greece. Readings, assignments, and activities grounded in Greek society and culture will guide this unique experience. Offered every summer. Cross-listed as INT 405, POL 490, SOC 490 and ULP 401.

**LEAD: INT 405 Leadership: Global Theory and Practice: Greece (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in Greece. Readings, assignments, and activities grounded in Greek society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, POL 490, SOC 490 and ULP 401.

**LEAD: INT 406 Global Citizenship and Civic Engagement: Greece (3 hours)**

The course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in Greece, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, POL 290, SOC 290 and ULP 402.

**LEAD: POL 290 Special Topics in Politics: Global Citizenship and Civic Engagement: Greece (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Politics course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in Greece, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, INT 406, SOC 290 and ULP 402.

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**LEAD: POL 490 Advanced Special Topics in Politics: Leadership: Global Theory and Practice: Greece (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in Greece. Readings, assignments, and activities grounded in Greek society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, INT 405, SOC 490 and ULP 401.

**LEAD: SOC 290 Special Topics in Sociology: Global Citizenship and Civic Engagement: Greece (3 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Sociology course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in Greece, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, INT 406, POL 290 and ULP 402.

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**LEAD: ULP 401 Leadership: Global Theory and Practice: Greece (3 hours)**

The course will expose students to leadership, personal development, and service learning engagement through the Oglethorpe University-LeadAbroad partnership in Greece. Readings, assignments, and activities grounded in Greek society and culture will guide this unique experience. Offered every summer. Cross-listed as HIS 490, INT 405, POL 490 and SOC 490.

**LEAD: ULP 402 Global Citizenship and Civic Engagement: Greece (3 hours)**

The course will combine community service and academic instruction through the Oglethorpe University-LeadAbroad partnership in Greece, where students will reflect on and engage the notion of citizenship and civic responsibility, applied globally with the potential for local application upon return to the United States. Offered every summer. Cross-listed as HIS 290, INT 406, POL 290 and SOC 290.

**MAT (Mathematics)**

**MAT 111 Statistics (4 hours)**

This course introduces students to both descriptive and inferential statistics. Topics include describing data graphically and numerically, discrete and continuous distributions, correlation and linear regression, basic probability, sampling distributions, the Central Limit Theorem, confidence intervals and hypothesis tests. 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. Offered every 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.

**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. 6.4.1.](#)), 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. 6.4.1.](#)) 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. 6.4.1.](#)); 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.

**MAT 200 Independent Study in Mathematics (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 every spring semester. Prerequisite: MAT 233 with a grade of "C-" or higher.

**MAT 238 Linear Algebra for Engineering and Economics (4 hours)**

This course in Linear Algebra is intended for students in Engineering and Economics, and it focuses on applications from those disciplines. The techniques and theory needed to solve such applications will be developed. Students will practice techniques initially by hand to gain understanding of the method, but mathematical software (like MATLAB or Maple) will be used as the course's computational engine to deal with the routinely large objects created in such applications. (Note: Students may not receive credit for both MAT 238 and MAT 372. MAT 238 may not be used toward completing either the Mathematics major or minor.) Offered in the fall semester of even years. Prerequisite: MAT 132 with a grade of "C-" or higher.

**MAT 241 Proof and 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 selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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

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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 371 Mathematical Statistics (4 hours)**

This course provides a calculus-based study of statistics as a follow-up to a formal study of probability. Topics include functions of random variables, sampling distributions, the Central Limit Theorem, estimator theory, confidence intervals, hypothesis testing, and linear models via simple and multiple regression. Offered the spring semester of odd years. Prerequisite: MAT-361 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 fall 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)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 spring semester of even 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 fall semester of odd years. Prerequisites: MAT 233 and MAT 241, each with grade of “C-” or higher.

**MAT 490 Advanced Special Topics in Mathematics (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Mathematics course will explore selected topics in advanced mathematics, such as advanced abstract Algebra, combinatorics, differential geometry, dynamical systems, game theory, graph theory, number theory, numerical analysis, set theory, and topology. Offered the spring semester of odd years. Prerequisite: Will depend on the topic but will include a minimum of MAT 241 with a grade of “C-” or higher.

**MAT 495 Internship in Mathematics (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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.

**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 fall and spring. Prerequisites: An audition for and approval from the instructor.

**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 upon sufficient demand. Prerequisite: Approval from 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. One hour of academic credit provides one thirty-minute lesson each week; two hours of academic credit provides one sixty-minute lesson each week. The semester will culminate in a jury exam unless deemed inappropriate by the instructor. The instructor determines level of study (beginning, intermediate or advanced) and sets appropriate goals in consultation with the student. Offered every fall and spring. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**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. An audition is required; 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 fall and spring. .



Prerequisite: An audition for and approval from the instructor. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **MUS 154 Jazz Ensemble (1 hour)**

Jazz Ensemble is a workshop/lab for the study and performance of jazz music in a small and medium-sized mixed instrumental and vocal ensemble. The ensemble meets for 90-minute sessions twice each week. The course will address improvisational techniques, jazz theory and repertoire as preparation for numerous informal and formal performances on and off campus. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

### **MUS 164 OU Chorale (1 hour)**

The Oglethorpe University Chorale is an auditioned, mixed-voice chamber choir. It is the advanced musical ensemble for the study and performance of choral music, predominantly unaccompanied, reserved for experienced singers. Offered every fall and spring. It is strongly suggested that students co-enroll in MUS 134. Prerequisite: An audition for and approval from the instructor.

### **MUS 200 Independent Study in Music (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Music course has included topics such as Brass or String Ensemble; Fundamentals of Music; Basic Techniques of Conducting; Keyboard Accompanying; Studies in Jazz, etc.

### **MUS 331 Music Theory I (2 hours)**

This course addresses the fundamentals of music notation and elements of introductory music theory. This includes intervals, clefs, major and minor scales, major and minor chords, key signatures, basic chord progressions, and cadences, transposition, etc.

### **MUS 332 Music Theory II (2 hours)**

This course continues the sequence of Music Theory I and addresses elements of intermediate music theory such as part-writing, beginning counterpoint, harmonic analysis and chromatic harmony. Prerequisite: MUS 331.

### **MUS 333 Music History I (4 hours)**

This course addresses the growth and style of Western music from the late Medieval/early Renaissance through the Classical periods. Important composers and their works, musical styles, structures, some non-Western music and trends in culture and society will be addressed. Prerequisite: None, although prior satisfactory completion of both MUS 331 and MUS 332 is strongly encouraged.

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**MUS 334 Music History II (4 hours)**

This course addresses the growth and style of Western music from the early Romantic period into modern times. Important composers and their works, musical structures, some non-Western music and trends in culture and society will be addressed. Prerequisite: None, although prior satisfactory completion of both MUS 331 and MUS 332 is strongly encouraged.

**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 340 Music and Emotions (4 hours)**

A seminar exploring philosophical questions about music. The objective of the course is to address with philosophical insight four questions: What is music? What is a (particular) work of music? How is music related to our emotions? What is the relation of music to morality? From Pythagoras and Confucius onward, philosophers have written with awe of the powerful impact music has on listeners (especially on their emotions and character.) fearing and cheering particular forms of music as a result. Music is pervasive in our culture, and the debate continues among people like Allan Bloom, the late Frank Zappa, Tipper Gore, etc. (Our interest, however, is not so much with lyrics as with untexted music.) Offered every other spring.

**MUS 400 Advanced Independent Study in Music (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically, this Music course provides students an opportunity to study and analyze, in depth, a specific musical style, composer, work, genre, etc.

**MUS 490 Advanced Special Topics in Music (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Music course has explored topics such as: Masterpieces of Choral Literature, Philosophy of Music and Aesthetics, and World Music.

**MUS 495 Internship in Music (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the

relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **NPM (Nonprofit Management)**

### **NPM 200 Independent Study in Nonprofit Management (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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.

### **NPM 235 Museum Studies (4 hours)**

This course explores the evolving function of museums in society and methods of museum studies. Students study the history, finance, ethics, law, nonprofit, administration, development, grant writing, interpretation and educational programming of museums. Students are introduced to new aspects of exhibition design, marketing, and outreach. Various museum career options are explored.

### **NPM 265 Nonprofit Communications (4 hours)**

This course will focus on strategic communication for nonprofits and help students develop the skills necessary to frame messages for different situations and audiences. Students will learn to produce documents such as solicitation letters, proposals and newsletter articles that reflect an understanding of both the organization's and the audience's needs. In addition they will learn the basics of making effective oral presentations and persuasive speeches. Offered in spring semester of alternate years.

### **NPM 290 Special Topics in Nonprofit Management (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **NPM 400 Advanced Independent Study in Nonprofit Management (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **NPM 469 Seminar in Nonprofit Management (4 hours)**

Through the use of case studies, students will apply their nonprofit knowledge in addition to learning about the successes and challenges facing nonprofits. Topics to be covered include nonprofit marketing, HRM, grant

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writing, accounting, and strategic planning. Students will also manage the student-created nonprofit, LAB Bridge. This is the senior capstone course for the Nonprofit minor. Prerequisites: NPM 220, NPM 265, and BUS 290 Special Topics in Business Administration: Introduction to Nonprofit Accounting.

**NPM 490 Advanced Special Topics in Nonprofit Management (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**NPM 495 Internship in Nonprofit Management (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**PBH (Public Health)**

**PBH 200 Independent Study in Public Health (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**PBH 201 Public Health Perspectives (2 hours)**

This course offers students a chance to understand the contributions of various sub disciplines in the field of Public Health. We will explore the history of public health, its ambitious goals in addressing both infectious and non-infectious health issues, and how solutions to Public Health problems come from interesting collaborations between scientific and non-scientific disciplines. Students completing this class will have a clear understanding of what the term “Public Health” means and will understand why Public Health is a national and international priority. Prerequisites: students must have sophomore standing or higher.

**PBH 290 Special Topics in Public Health (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**PBH 301 Public Health Workshop (2 hours)**

Public Health Workshop is a seminar-style class that brings Public Health professionals from the Atlanta area into our classroom to facilitate discussions on contemporary issues in public health and the strategies used to address them. The course will proceed via a series of invited guest lectures delivered by speakers representing myriad viewpoints in the Public Health arena, from scientists, to communications experts, to policy advisors. Students will prepare for each guest lecture with a reading relevant to the next speaker’s anticipated viewpoint; readings will be chosen in collaboration with the guest speakers. Following the guest lecture, the class will engage in peer-directed discussions that weave the presented perspective into our definition of Public Health. By course end, students will have an appreciation for the breadth of stakeholders

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and skill sets required to work in the Public Health Arena. Prerequisites: students must have second-semester sophomore standing and approval for admission into the program by the Public Health program coordinator.

### **PBH 302 Public Health in Practice (2 hours)**

This course is a faculty-mentored class-wide internship for students in Oglethorpe's Public Health Concentration. Under faculty guidance, and in collaboration with Oglethorpe's A\_LAB, students will be paired with Oglethorpe community partners working in the Public Health arena. Students will work on their own to complete a minimum of 52 contact hours over the course of the semester in support of the arranged internship or independent study. Students' field experiences will be connected to more theoretical aspects of public health through student-led discussions, reflective writing pieces and formal essays. Every other week students will convene as a group to share their experiences and talk about professional development strategies. Students will also be required to work with the Career Development office to develop a career strategy and a professional application portfolio that is informed by their experiences in PBH 302.

Prerequisites: students must have junior standing and approval for admission into the program by the Public Health program coordinator.

### **PBH 400 Advanced Independent Study in Public Health (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **PBH 490 Advanced Special Topics in Public Health (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **PBH 495 Internship in Public Health (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **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 102 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 200 Independent Study in Philosophy (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 How Ought We Live? And Introduction to Ethics and the Good Life (4 hours)**

Ethics is a branch of philosophy that investigates the set of questions that arise when we think about the question “how ought one act, morally speaking?” In this course students will become acquainted with ethical theories that provide standards for determining whether an action is right, wrong, good, or bad. They will also apply these theories to contemporary social issues such as abortion, capital punishment, and animal rights.

**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*, *De Anima*, *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 211 What's Love Got to do with It? An Examination of Historical and Contemporary Philosophical Accounts of Friendship, Love and Sex (4 hours)**

This course will serve to introduce students to the history of philosophy and to introduce students to questions about friendship, love, and sex that have occupied the majority of thinkers that make up the Western philosophical canon. The aim of the course is twofold: (1) to articulate each philosopher's account of the nature of friendship, love, and sex and (2) to use this acquired knowledge to enhance one's own thinking about friendship, love, and sex. Students will develop their aptitude for philosophical analysis and will deepen their understanding of the nature of these social relations as they appear not just in philosophical contexts but also in a broad range of other disciplines.

**PHI 290 Special Topics in Philosophy (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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.

**PHI 400 Advanced Independent Study in Philosophy (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 20th Century Continental Philosophy (4 hours)**

Continental 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 20th 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 Russell'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 (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Philosophy course is an intensive study of the thought of a single important philosopher or group of philosophers

**PHI 491 Advanced Special Topics in Philosophy: Philosophical Issues and Problems (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Philosophy course is an intensive study of selected philosophical questions usually of special relevance to the present day. Previous courses have explored topics 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).

**PHI 495 Internship in Philosophy (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**PHY (Physics)****PHY 100 Introduction to Descriptive Astronomy (4 hours)**

This is an introductory course in descriptive astronomy. The principle topics to be treated are: (1) history of astronomy, (2) foundations required for the understanding of the cosmos (some fundamental concepts of physics and chemistry), (3) the solar system, (4) stellar characteristics, (5) stellar evolution, (6) galaxies, and (7) cosmology. The successful student will leave this course with a very good understanding of modern astronomy at an introductory quantitative level.

**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. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)); 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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**PHY 200 Independent Study in Physics (1-5 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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*. Prerequisites: Satisfaction of the mathematics placement requirement ([Sec. 6.4.1.](#) and [Sec. 6.4.2.](#)); PHY 201 with a grade of "C-" or higher must precede PHY 202. Co-requisites: PHY 101L, PHY 102L.

**PHY 203 Modern Physics (4 hours)**

For physics, engineering, and chemistry majors, this course is an introduction to the most important developments in 20th century physics. The main topics of this course are special relativity, wave-particle duality, introductory quantum mechanics, nuclear and particle physics. Text will be on the level of Serway,

*Modern Physics*. Prerequisites: PHY 202 and MAT 132 with a grade of “C-” or higher in each course. Co-requisite: PHY 203L.

#### **PHY 203L Modern Physics Laboratory (1 hour)**

Laboratory course to accompany and enhance the PHY 203 Modern Physics course. The experiments to be conducted in this laboratory will largely focus on measurement(s) of several of the fundamental constants and verification of physical laws that suffuse 20th and 21st century advances in physics. These include the speed of light, Planck’s constant, the charge and mass of the electron, verification of Wien’s law and the Stefan-Boltzmann distribution, and investigations of the properties of radioactive decay products. Co-requisite: PHY 203. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **PHY 204 Mathematical Physics (4 hours)**

This course covers a variety of math topics of particular use to physics and engineering students. Topics include ordinary differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations, and a review of multivariate calculus, with particular focus on physical interpretation and application. Text will be on the level of Boas. Prerequisites: PHY 201 and MAT 233 with a grade of “C-” or higher in each course.

#### **PHY 206 Computational Physics (4 hours)**

This course is intended to give an introduction to the main computational tools, techniques and methods used in contemporary physics. Student will practice writing, compiling, and running computer programs, together with analysis of results and presentation of results as scientific reports. Prerequisites: CSC 201 and PHY 204. Note: PHY 204 can be replaced by MAT 236 and MAT 238 or by MAT 236 and MAT 372.

#### **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. Co-requisite for PHY 211: PHY 211L. A grade of “C-” or higher must be earned in PHY 211 before taking PHY 212.

#### **PHY 211L Classical Mechanics Laboratory (1 hour)**

Experimental mechanics laboratory to accompany PHY 211. Experiments will be undertaken primarily in statics and strength of materials, but some dynamics experiments may also be included. Covers statics, mechanics of materials, and dynamic testing methods, including sensors and data acquisition, strain gauges and experimental stress analysis, tension and compression, torsion, bending, testing of mechanisms, and simulation of dynamic systems. Co-requisite: PHY 211. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **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

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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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

#### **PHY 290 Special Topics in Physics (1-5 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Physics course has had topics 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 Physics courses. 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.

#### **PHY 334 Quantum Mechanics (4 hours)**

An introduction to the techniques of quantum mechanics including the Schrodinger equation, eigenvalues and eigenstates, operators, matrix mechanics, and elementary perturbation theory. Simple Systems such as barrier potentials, the harmonic oscillator and the hydrogen atom will be examined. Philosophical aspects of quantum mechanics will be discussed whenever possible. The text will be on the level of Griffiths or Shankar. Prerequisites: PHY 203 and CSC 201, and either MAT 238 or MAT 372.

**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. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**PHY 400 Advanced Independent Study in Physics (1-5 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**PHY 420 Advanced Physics Laboratory (4 hours)**

Blended lecture and laboratory course focusing on the design and execution of advanced physics experiments. The lecture portion of this course will treat the design of a procedure and the associated apparatus to achieve the objective of answering an experimental question, as well as the subsequent analysis of the collected data and detailed consideration of experimental uncertainty. In the laboratory portions of the course some of the experiments to be conducted will include the Cavendish experiment, Bragg scattering, X-ray spectra, the Rutherford alpha scattering experiment, and SQUID measurements, among others. Each student will also research and propose an experimental question to be answered through the design and execution of an experiment. Prerequisites: PHY 331, PHY 333, and PHY 334. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

**PHY 490 Advanced Special Topics in Theoretical Physics (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Physics course draws topics from areas of theoretical physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard Physics courses. This course is appropriate for students at the advanced level of preparation.

**PHY 491 Advanced Special Topics in Experimental Physics (1-5 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

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Specifically, this Physics course draws topics from areas of experimental physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard Physics courses. This course is appropriate for students at the advanced level of preparation.

**PHY 495 Internship in Physics (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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 provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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.

**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. Prerequisites: POL 121 and COR 202.

**POL 325 Language and Politics (4 hours)**

This seminar examines the role of language in politics—broadly construed as power relations—from a variety of perspectives and arguments. Analytical approaches include: language as rhetoric, language and identity, symbolic power, and cognitive approaches. Students will gain skills in applying frameworks through group application to current political/election events and individual research papers.

**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. Prerequisites: POL 121 and POL 231.

**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.

**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.

**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. Prerequisites: SOC 101, MAT 111, declared sociology major, and sophomore standing. Offered fall semester of odd-numbered years. Cross-listed as SOC 310.

**POL 400 Advanced Independent Study in Politics (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student

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and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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. Prerequisites: POL 121 and POL 231.

**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.

**POL 490 Advanced Special Topics in Politics (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Politics course has explored the following topics: Moral and Political Leadership, Dealing with Diversity, Criminal Law and Citizenship in Theory and Practice.

**POL 495 Internship in Politics (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

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## **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 psychologists 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 every fall (ADP), contingent upon sufficient enrollment.

### **PSY 125 Human Sexuality (4 hours)**

In this course, students will learn about the biological, psychological and social aspects of sexuality. Students will also learn about methods used in the scientific study of sex, and will gain an understanding of the diversity of human sexuality across age, sexual orientation, ethnicity, and culture. Offered every three years.

### **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. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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).

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). 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). 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).

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). 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). 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). Prerequisites: PSY 101.

**PSY 218 Psychology and Law (4 hours)**

Students completing this course will learn to apply psychological research to many processes and controversies within the legal system. Topics to be covered include accuracy of eyewitness testimony, predictions of dangerousness, false or coerced confessions, effects of pretrial publicity, and biases in sentencing. Offered every three years. Prerequisite: PSY 101.

**PSY 290A Special Topics in Clinical Psychology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the "Clinical Psychology" category of the Psychology major's degree requirements.

**PSY 290B Special Topics in Biopsychology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the "Biopsychology" category of the Psychology major's degree requirements.

**PSY 290C Special Topics in Cognitive/Developmental Psychology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the "Cognitive/Developmental" category of the Psychology major's degree requirements.

**PSY 290D Special Topics in Social Psychology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the “Social Psychology” category of the Psychology major’s degree requirements.

**PSY 290E Special Topics in Psychology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will not count in any prescribed category of the Psychology major’s degree requirements, but it can be applied to the “Additional Elective” category in that major.

**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). Prerequisites: PSY 101 and one of the following: BUS 275, MAT 111, or PSY 320.

**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). 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). 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). Prerequisites: PSY 101 and PSY 209.

**PSY 320 Psychological Statistics and Research Methods I (4 hours)**

An introduction to research methodology and corresponding statistical techniques. Topics include the scientific method, reliability, validity, basic statistics (e.g., variability, central tendency, z-scores, correlations,

regression and Chi-square) and SPSS training. Students conduct a correlation experiment and learn to write an APA style research paper. Prerequisite: PSY 101.

#### **PSY 321 Psychological Statistics and Research Methods II (4 hours)**

An introduction to advanced research methods and corresponding statistical techniques. Topics include experimental methods, internal and external validity, and advanced statistics (e.g., ANOVA, repeated measure). Students conduct an experimental project and write an APA style research paper. Prerequisite: PSY 320.

#### **PSY 322 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 both PSY 320 and PSY 321, as well as expose students to the real-world challenges that often accompany scientific research. Offered annually in the spring (TU). Prerequisite: PSY 321.

#### **PSY 400 Advanced Independent Study in Psychology (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

#### **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). 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 321 and permission of supervising faculty member.

#### **PSY 490A Advanced Special Topics in Clinical Psychology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the "Clinical Psychology" category of the Psychology major's degree requirements.

#### **PSY 490B Advanced Special Topics in Biopsychology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the "Biopsychology" category of the Psychology major's degree requirements.

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**PSY 490C Advanced Special Topics in Cognitive/Developmental Psychology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the “Cognitive/Developmental” category of the Psychology major’s degree requirements.

**PSY 490D Advanced Special Topics in Social Psychology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will count in the “Social Psychology” category of the Psychology major’s degree requirements.

**PSY 490E Advanced Special Topics in Psychology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites. This course will not count in any prescribed category of the Psychology major’s degree requirements, but it can be applied to the “Additional Elective” category in that major.

**PSY 495 Internship in Psychology (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**PSY 496 Capstone Seminar in Biopsychology (2 hours)**

This course will serve as the capstone course for the Biopsychology major. This course will require students to synthesize the knowledge they have acquired during their educational career and apply it to real-world situations. Students will be encouraged to think critically about the relationship between processes that occur in the brain and human behavior. Course Prerequisites: PSY 320 and PSY 321. Class Standing Prerequisite: Open only to senior Biopsychology majors in their final semester/term of study. Offered every spring. Cross-listed as BIO 496.

**SEN (Senior Transitions)****SEN 401 Senior Transitions (1 hour)**

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 introduce resume and cover letter writing, networking, interviewing skills, stress management and critically analyzing the world of work. 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 CDE 201 Career

Development and Exploration leaves off and teaches the skills necessary to implement the career decision. Graded on a Satisfactory/Unsatisfactory basis.

## **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 every semester. Prerequisite: None.

### **SOC 104 Social Problems (4 hours)**

This course is a survey of contemporary social problems in the United States, with consideration for how social problems are defined, and the influence of these definitions on proposed solutions. The origins of social problems and their relationship to broader social structures, institutions and cultures are explored. Offered fall semester of even-numbered years. Prerequisite: None.

### **SOC 200 Independent Study in Sociology (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically for Sociology, students can apply a maximum of 4 hours of independent study (SOC 200 or SOC 400) towards the major requirements; a four-hour independent study may take the place of one elective in the major.

### **SOC 201 The Family (4 hours)**

This course focuses on the family as a social institution. The topics discussed include trends in marriage, divorce, fertility, and domestic abuse. Additionally, this course will view the family through a lens of race, class, gender and sexuality, exploring topics like 1) how race and class shape parenting practices and child socialization; 2) interracial families and transracial adoption; and 3) LGBT-parent families. Offered fall semester of odd-numbered years. Prerequisite: SOC 101.

### **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 spring semester of odd-numbered years. Prerequisite: SOC 101.

### **SOC 206 Sexualities and Society (4 hours)**

This course studies sexualities from a sociological context. We will examine how the biological and social construction of sexuality shapes societal structures, social institutions and the everyday experience. The relationship of sexuality to other axes of identity, such as race, class and gender, will also be explored. Offered spring semester of odd-numbered years. Prerequisite: SOC 101. Cross-listed as WGS 206.

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**SOC 290 Special Topics in Sociology (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically for Sociology, all special topics courses have a minimum pre-requisite of SOC 101.

**SOC 302 The Sociology of Work and Occupations (4 hours)**

This course's primary focus is on the structuring, conditions and social realities of work in the 20th and 21st centuries. The political, economic and social conditions contributing to the "old" and "new" economies, and their effects on the experience of work, will be covered. The structuring and experience of work at the intersection of race, class and gender, and the impacts of globalization on the nature of work, will also be considered. Offered fall semester of odd-numbered years. Prerequisite: SOC 101.

**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 spring semester of odd-numbered years. Prerequisite: SOC 101.

**SOC 304 Methods of Social Work (4 hours)**

This course is a study of the methods used in contemporary social work. Offered fall semester of odd-numbered years. Prerequisite: SOC 303.

**SOC 306 Race and Ethnicity in the United States (4 hours)**

This course examines sociological theory on race and racism. It explores the social construction of race and ethnicity, explanations for racial and ethnic stratification, and the role that race plays within U.S. social institutions. It also addresses the social histories of several racial and ethnic groups in the U.S, addressing the experiences of immigrants, indigenous racial/ethnic groups, and those who were forcibly brought to the United States. While a comparative approach may be taken, the chief concern is with the United States. Offered fall semester of even-numbered years. Prerequisite: SOC 101.

**SOC 307 Social Inequality (4 hours)**

This course examines the social stratification of privileges and deprivations in contemporary societies, focusing on the distribution of wealth, status and power. The course explores the American upper, middle and lower classes; institutionalized power elites; race and gender stratification; status systems and economic inequality. Offered spring semester of even-numbered years. Prerequisite: SOC 101.

**SOC 310 Survey of Research Methods (4 hours)**

This course is a practical introduction to research methods commonly used by social scientists, such as: surveys, interviews, and ethnography. Students will read examples of sociological work that use these methods and will gain hands-on experience using the methods themselves. Students will also learn how to analyze and present empirical data. Additionally, the course will highlight the epistemological, theoretical, ethical, and relational components of sociological research. Prerequisites: SOC 101, MAT 111, declared



sociology major, and sophomore standing. Offered fall semester of odd-numbered years. Cross-listed as POL 371.

### **SOC 312 Gender and Society (4 hours)**

This course is an introduction to understanding gender in a sociological context. We will examine how gender as a social construct shapes societal structures, social institutions and everyday experiences. The relationship of gender to other axes of identity, such as class, race and sexuality, will also be explored. Offered spring semester of odd-numbered years. Prerequisite: SOC 101. Cross-listed as WGS 312.

### **SOC 400 Advanced Independent Study in Sociology (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

Specifically for Sociology, students can apply a maximum of 4 hours of independent study (SOC 200 or SOC 400) towards the major requirements; a four-hour independent study may take the place of one elective in the major.

### **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 is a survey of classical and contemporary social theories. The influence of the classical social theorists on the development of the discipline and on the works of contemporary theorists will be considered. Offered fall semester of even-numbered years. Prerequisites: SOC 101 and junior standing.

### **SOC 413 The Sociology of African American Experiences (4 hours)**

This course explores African American experiences from a sociological perspective. It addresses sociological conceptualizations of race, racism, colorism, and intersectionality, highlighting commonalities among African Americans and the diversity within this population. Additionally, it explores African Americans' experiences within social institutions, such as the family, education, and the criminal justice system. Offered spring semester of odd-numbered years. Prerequisite: SOC 306.

### **SOC 420 Sociology Capstone (2 hours)**

This course will require students to synthesize the knowledge they have acquired during their educational career and apply it to real-world situations. This course provides an overview of and emphasizes preparation for career fields compatible with sociology and/or social work programs of study. Offered every spring. Class Standing Prerequisites: Sociology major, senior standing, and in final year of study.

### **SOC 490 Advanced Special Topics in Sociology (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically for Sociology, all advanced special topics courses have a minimum pre-requisite of SOC 101.

### **SOC 495 Internship in Sociology (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

Specifically for Sociology, students can apply a maximum of 4 hours of internship (SOC 495) towards the major requirements; a four-hour internship may take the place of one elective in the major. Students completing the Social Work track cannot use SOC 495 for the requirements of this track.

## **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 ([Sec. 6.4.4.](#)) required for SPN 102. In general, native-level Spanish speakers are restricted from taking Spanish at the elementary level. Native-level speakers should consult with the instructor prior to attempting to enroll in an Elementary Spanish course.

### **SPN 200 Independent Study in Spanish (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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 ([Sec. 6.4.4.](#)).

### **SPN 203 Hispanic Culture Through Cuisine (4 hours)**

This course uses approaches from the emergent field of "Food Studies" in order to probe Spanish-speaking cultures through the themes of food, diet, and consumption traditions as expressed in literature, historical and journalist writings, and films related to Spain and Latin American countries. Prerequisite for General Elective: None. Prerequisite for use in the Spanish minor: SPN 201.

**SPN 290 Special Topics in Hispanic Languages, Literatures and Cultures (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum.

Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Spanish 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 ([Sec. 6.4.4.](#)).

**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 ([Sec. 6.4.4.](#)).

**SPN 400 Advanced Independent Study in Spanish (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 and 21st Centuries 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.

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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 407 Central American Literature and Film (4 hours)**

This course involves the study of twentieth and twenty-first centuries Central American fiction, film, memoirs and poetry taking into account the relevant socio-historical and political contexts. Some of the topics we will study are: the importance of Mayan culture in Central American fiction; the literary representation of imperialism, revolution, and civil war; and the voices of minorities and oppressed groups within Central America. We will also examine developments in the current post-civil war period such as the crime novel and feminist fiction. Taught in Spanish. Prerequisite: SPN 302.

**SPN 408 Southern Cone Literature and Film (4 hours)**

The course focuses on some of the major trends in the fiction, poetry, and film produced in Chile, Argentina, and Uruguay during the last five decades. We will study the work of some major writers such as Pablo Neruda, Jorge Luis Borges, and Mario Benedetti. We will also examine how literature and film have dealt with recurrent topics such as social inequalities, globalization, gender issues, and the legacy of the military dictatorships of the 1970s. Taught in Spanish. Prerequisite: SPN 302.

**SPN 409 Literature of the Conquest and Colonization in Spanish America (4 hours)**

We will examine the development of Spanish American literature from its earliest expressions in indigenous cultures through the nineteenth century. We will read Aztec and Incan poetry as well as selections from the Popol Vuh, known as the Mayan "Bible". Then, we will focus on the chronicles of the Conquest, comprised mainly of historical accounts written by Spanish conquistadors. After that, we will examine the literature of colonial Spanish America, including selections from the poetry and prose of Sor Juana Inés de la Cruz, the first feminist writer of the Americas. Finally, we will study the literature of independence and post-independence fueled by the European Enlightenment. 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 470 Latin American Studies Capstone and Portfolio (1 hour)**

All Latin American Studies minors are required to complete this course by submitting an essay in Spanish integrating what they have learnt about Latin America through the interdisciplinary program, a portfolio, and a completed exit questionnaire by the end of their senior year. Prerequisite: completion of all required courses for the Latin American Studies minor.

**SPN 490 Advanced Special Topics in Hispanic Languages, Literatures and Cultures (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, this Spanish 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.

**SPN 495 Internship in Spanish (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

**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 improvisation, movement, vocalization and contemporary characterization.

**THE 200 Independent Study in Theatre (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the

instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**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 (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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.

**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)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **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 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 (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

Specifically, recent topics for this Theatre course have focused on adapting non-dramatic texts for the stage, devised and collaborative theatre, and advanced playwriting.

### **THE 495 Internship in Theatre (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **ULP (Urban Leadership, Rich Foundation Urban Leadership Program, RFULP)**

### **ULP 200 Independent Study in Urban Leadership (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **ULP 201 Introduction to Leadership (4 hours)**

Are you a leader or a follower? What is your take on if leaders are born or made? Do you influence others or do others influence you? Do you have the most "followers" on social media or are you cool with "following" others? If you have ever asked, pondered, or even overheard any of the statements above, Introduction to Leadership is for you. The course is designed to provide a cursory and hands-on examination and review of the most prominent leadership theories and styles of leadership, identify the characteristics of "successful" leaders, compare good and bad leaders, and provide the learning tools for students to develop personal leadership manifestos. Using a variety of mediums and public figures, we will explore one of the most prominent topics of the day.

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**ULP 202 Women’s Political Leadership (4 hours)**

This course is designed to explore the leadership traits, styles, and roles of women within but not limited to the world of politics. Throughout the course we will examine the rise of women leaders throughout the nation and the world, the nuances of women as compared to men leaders, and the needs of 21<sup>st</sup> century women leaders.

**ULP 290 Special Topics in Urban Leadership (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**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.

**ULP 400 Advanced Independent Study in Urban Leadership (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**ULP 490 Advanced Special Topics in Urban Leadership (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**ULP 495 Internship in Urban Leadership (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the

relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## **WGS (Women's, Gender, and Sexuality Studies)**

### **WGS 101 Introduction to Women's, Gender, and Sexuality Studies (4 hours)**

This course is intended to develop an awareness of the social construction of gender—the ways in which it is shaped by relations of sex, race, class, religion, ethnicity, nationality, sexuality, sexual orientation, and other categories of difference—and the effects of this social construction on individuals and society. Offered every fall semester.

### **WGS 200 Independent Study in Women's, Gender, and Sexuality Studies (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

### **WGS 206 Sexualities and Society (4 hours)**

The primary focus of this course is to examine the social construction and social control of sexuality. We will investigate trends in sexual attitudes and behaviors across the life course and how they are influenced by social interaction and social institutions. Topics will include sex research methods, representations of sexuality, sex education, sexual health and infection, sexual violence, and the commodification of sex. Prerequisite: WGS 101 or SOC 101. Offered alternate spring semesters. Cross-listed as SOC 206.

### **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 LGBTQIA 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 semester. Cross-listed as COM 280.

### **WGS 290 Special Topics in Women's, Gender, and Sexuality Studies (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

### **WGS 312 Gender and Society (4 hours)**

This course is an introduction to understanding gender in a sociological context. We will examine how gender as a social construct shapes societal structures, social institutions and everyday experiences. The relationship of gender to other axes of identity, such as class, race and sexuality, will also be explored. Prerequisites: WGS 101 or SOC 101. Offered alternate spring semesters. Cross-listed as SOC 312.

### **WGS 380 Feminist Media Studies (4 hours)**

This course examines the portrayal of gender in the media, focusing specifically on radio, television, and film, and aims to encourage an understanding of the diversity of groups in society in relationship to identity and

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selfhood. Class will be conducted in lecture format with some in-class screenings and class discussion. Prerequisite: WGS 101. Offered alternate spring semesters. Cross-listed as COM 380.

**WGS 400 Advanced Independent Study in Women's, Gender, and Sexuality Studies (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**WGS 490 Advanced Special Topics in Women's, Gender, and Sexuality Studies (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**WGS 495 Internship in Women's, Gender, and Sexuality Studies (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

**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 130 Creative Writing (4 hours)**

Students will explore traditional and innovative forms of creative writing and applications in professional environments and personal expression. Students will gain experience planning and writing creative narratives for a variety of readerships. This course provides a necessary foundation of knowledge through readings, discussion, critique, application of research, and applied narrative skills.

**WRI 200 Independent Study in Writing (1-4 hours)**

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**WRI 231 Biography and Autobiography (4 hours)**

Students will read, write, and consider the genres of biography and autobiography in the form of lyric memoir and personal essay. Emphasis will be on reading and discussing whole or excerpted autobiographical text from

a variety of writers and writing weekly short segments of autobiographical or biographical work. Class time will be divided between examining the work of established writers and workshopping student material.

**WRI 290 Special Topics in Writing (1-4 hours)**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**WRI 330 Writing Poetry (4 hours)**

This course will be a practical exploration of the forms of writing and reading poetry.

**WRI 331 Writing Prose, Fiction and Nonfiction (4 hours)**

In this writing-intensive course, students will explore canonical fiction and nonfiction craft. Students will gain critical experience by analyzing writing craft, including point of view, narrative structure, and authorial voice, and will develop and revise fiction and nonfiction narratives of their own.

**WRI 400 Advanced Independent Study in Writing (1-4 hours)**

This course provides the opportunity for an advanced, intense study of diverse topics under the direct supervision of the instructor. These offerings are generally suited for junior or senior students. The student and instructor will collaborate to develop the content of the course, which must be approved as outlined by the Independent Study Policy. ([Sec. 6.15.](#))

**WRI 490 Advanced Special Topics in Writing (1-4 hours)**

Advanced courses of selected topics will be offered periodically as determined by the needs of the curriculum. These offerings are generally suited for junior or senior students. Prerequisites can vary based on the topic selected. See individual course listings for each semester for the specific topic and any prerequisites.

**WRI 495 Internship in Writing (1-12 hours)**

An internship designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to have an application (which satisfies all internship requirements developed by the academic program that oversees the internship) and to obtain a faculty supervisor in the relevant field of study. All internships are graded on a Satisfactory/Unsatisfactory basis. Prerequisites are determined by the academic program overseeing the internship course.

## 14. 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.

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Norcross, GA

Jason M. Lewis '09  
Lightnin' Production Rentals  
Watkinsville, GA

William E. Lukow '95  
Account Executive  
Fidelity Investments  
Woodstock, GA

Gail Lynn '77  
Retired  
Bank of America  
Atlanta, GA

J. Kevin Meaders '93  
Attorney/Partner  
Magellan Legal, LLC  
Atlanta, GA

Paul B. Miller '85  
Partner  
Koonce, Wooten & Haywood, LLC  
Raleigh, NC

Nathan Briesemeister '94  
Partner  
PricewaterhouseCoopers LLP  
Atlanta, GA

Kathryn Brooks '98  
CEO  
She's Her Own CEO  
Atlanta, GA

Bill Brunstad  
Manager/Co-Founder  
Vox Capital, LLC  
Atlanta, GA

James H. Burk '83  
Senior Vice President, Financial Advisor  
UBS Financial Services  
Marietta, GA

William M. Clifton '88  
Retired Partner  
Constangy, Brooks, Smith & Prophete, LLP  
Atlanta, GA

James Comerford  
Managing Director  
Proscenium Capital, Inc.  
Atlanta, GA

James L. Cox, Ph.D. '53  
Retired Professor  
Mercer University  
Macon, GA

Dabney M. Daniel  
Financial Consultant  
American Capital Partners, LLC  
Atlanta, GA

Daniel M. Duncanson '85  
Chief Executive Officer  
Southeastern Integrated Medical  
Gainesville, FL

Sam Moss  
Senior Director of Finance  
East Lake Foundation/CF Foundation  
Atlanta, GA

W. Donald Myers  
Division Vice President – Operations  
AmSurg  
Birmingham, AL

Kevin L. Palmer  
CEO, Founder  
PalmerHouse Properties, LLC  
Atlanta, GA

Donna Cron Rasile '82  
Senior Wealth Manager  
GreerWalker LLP  
Charlotte, NC

Robert L. Rasile '82  
Senior VP, Institutional Sales  
Stuart Frankel & Company  
Charlotte, NC

Patti A. Ross  
Retired  
Coca-Cola Scholars Foundation  
Atlanta, GA

R. Alan Royalty '88  
CFO  
Roberts Investments and Roberts Propertie  
Management, Inc.  
Marietta, GA

Dr. Surishtha G. Sehgal  
Founder and President  
Campus Community Partnership Foundation  
Atlanta, GA

Stephen J. Walden  
President  
The Walden Associates  
Atlanta, GA

Anne Hammond '87  
Retired Internal Consultant  
Equifax  
Doraville, GA

James Hill '06  
Assistant Vice President  
Synchrony Financial  
Alpharetta, GA

Jonathan Johnson '89  
Attorney  
Decatur, GA

Robert M. Kane '81  
Vice President of Corporate Finance  
Educational Records Bureau  
New York, NY

Elizabeth D. Watts '93  
President  
E.W. & Company, Inc.  
St. Petersburg, FL

Tolliver Williams '99  
Head of Capital Solutions  
Landlease  
New York, NY

Karen J. Young '81  
Attorney  
Saint Simons Island, GA

## 16.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.

### President

Richard Bakare '03  
Solutions Architect  
Zuora  
Atlanta, GA

### Directors

James Battle '11  
Technology Management Consultant  
Collective Insights  
Atlanta, GA

Lou Lombardy '69  
Retired Insurance Investigator  
Roswell, GA

Ayana Bryan '04  
Marketing Director, North America  
GSMA  
Atlanta, GA

Deborah B. Love '08  
Training and Content Developer  
Columbian Financial Group  
Wilmington, NC

Charlotte Christian '85  
Realtor  
Keller Williams Realty  
Atlanta, GA

Jillian A. Martin, Ph.D. '05  
Assistant Director for Strategy and Evaluation  
Gephardt Institute  
Washington University in St. Louis  
St. Louis, MO

Tom Cioffi '71  
Retired Owner  
Act 1 Sales & Marketing  
Atlanta, GA

Harrison McConnell (ex Officio)  
Email Marketing Manager  
InterContinental Hotels Group  
Atlanta, GA

Michael Deckert '99  
Commercial Banking Change Lead  
Fifth Third Bank  
Cincinnati, OH

Katherine Peavy '92  
International Affairs and Global Strategy Director  
Cross Pacific Partner  
Atlanta, Georgia

Mark DeLong '03  
Director of Admissions Communications and  
Marketing  
George Washington University  
Washington, DC

Sarah Phaff '10  
Attorney  
Gorby Peters Law  
Atlanta, GA

Courtney Roberts Disalvo '06  
Marketing Analyst  
State Farm Insurance  
Atlanta, GA

Brian E. Findley '99  
Construction Manager  
Atlanta Habitat For Humanity  
Decatur, GA

John Fittipaldi '71  
Independent Consultant  
Marietta, GA

Tony Golden '13  
Financial Accounting Advisory Services Senior  
EY  
New York, NY

Christina Vinluan Heda '04  
Information Technology Instructor  
Fernbank International Baccalaureate School  
Atlanta, GA

Emily Treuman Heend '07  
Mathematics Teacher  
St. Martin's Episcopal School  
Atlanta, GA

Kathleen Kraynick '88  
Director of Marketing  
Cruser Mitchell Novitz Sanchez Gaston & Zimet,  
LLP  
Atlanta, GA

Chelcie J. Rowell '09  
Team Lead, Digital Scholarship  
Tufts University  
Boston, MA

Harry L. Schroeder '01  
Implementation Project Manager  
Intelliteach  
Atlanta, GA

Kirsten Hanzsek Schutt '95  
Independent Contractor  
Cumming, GA

McKenzie Simpson '20 (Ex-Officio)  
Atlanta, GA

W. Scott Soloway '87  
Financial Systems Manager  
Kapstone Paper and Packaging Corporation  
Atlanta, GA

Hoyt Wagner '64  
Retired Senior Market Research Analyst  
Southern Company  
Atlanta, GA

## 17. The Faculty

(Year of appointment in parentheses)

Lea Marie Alford (2015)  
Assistant Professor of Biology  
B.A., University of Chicago  
Ph.D., Boston College

Eli Arnold (2014)  
Director of the Philip Weltner Library  
University Librarian  
B.A., Oglethorpe University  
M.L.I.S., Valdosta State University

Charles L. Baube (1996)  
Professor of Biology  
B.A., Alfred University  
M.A., Ph.D., Indiana University

Rebecca (Brooke) Bays (2018)  
Assistant Professor of Psychology  
B.S., B.A., University of Georgia  
M.S., Ph.D., Georgia State University

Devon Belcher (2008)  
Associate Professor of Philosophy  
B.A., Reed College  
M.A., Ph.D., University of Colorado

Nicholas A. Bujak (2017)  
Assistant Professor of English  
B.A., Rutgers University  
M.A., Ph.D., Johns Hopkins University

Robert R. Burchfield (2013)  
Senior Lecturer of Accounting  
B.A., Roanoke College  
M.A., Georgia State University  
M.B.A., Virginia Tech

Ronald A. Burgess (2018)  
Lecturer of Film and Media Studies  
B.A., Bridgewater State University  
M.A., Rhode Island College  
M.F.A., San Francisco State University

Mariel Meier (2015)  
Assistant Professor of Physics  
B.A., Smith College  
Ph.D., University of Colorado

John C. Merkel (2010)  
Associate Professor of Mathematics  
B.S., Arizona State University  
Ph.D., University of Minnesota

Michele Minetola (2019)  
B.B.A., Temple University  
M.B.A., LaSalle University

Kendra A. King Momon (2003)  
Professor of Politics  
B.A., Colby College  
Ph.D., The Ohio State University

John C. Nardo (2000)  
Professor of Mathematics  
Associate Provost  
B.A., Wake Forest University  
M.S., Ph.D., Emory University

David L. Nasser (2017)  
Senior Lecturer of Marketing  
B.A., M.A., University of Connecticut  
Ph.D., University of Minnesota

Jonathon R. Nooner (2012)  
Lecturer of Theatre  
B. A., Southern Arkansas University  
M.F.A., University of Southern Mississippi

John D. Orme (1983)  
Professor of Politics  
B.A., University of Oregon  
M.A., Ph.D., Harvard University

John Casey (2018)  
Instructor of Accounting  
B.S., M.B.A., University of Michigan  
M.S.T., De Paul University

Mario A. Chandler (2001)  
Professor of Spanish  
B.A., Iowa State University  
M.A., Ph.D., The University of Georgia

Kristen Clayton (2018)  
Assistant Professor of Sociology  
B.A., Simon Fraser University-B.C., Canada  
Ph.D., Emory University

Jeffrey H. Collins (2009)  
Senior Lecturer of Interdisciplinary Studies  
B.A., M.A., Baylor University  
Ph.D., The University of Texas

Cassandra C. Copeland (2000)  
Professor of Economics  
B.S., Florida State University  
Ph.D., Auburn University

Linda deCamp (2017)  
Lecturer of Mathematics  
B.S., M.S., Ph.D., Georgia State University

Roarke E. Donnelly (2003)  
Professor of Biology  
B.A., Lawrence University  
M.S., Utah State University  
Ph.D., University of Washington

Mary L. Garner (2017)  
Visiting Assistant Professor of Mathematics  
B.S., University of Florida  
M.A., Georgia Institute of Technology  
Ph.D., Emory University

Francis X. Pampush (2017)  
Assistant Professor of Finance/Business Analytics  
B.A., Miami University  
Ph.D., The University of North Carolina

Brian Patterson (2011)  
Associate Professor of Mathematics and Computer  
Science  
B.A., Carleton College  
M.S., Ph.D., Iowa State University

Dustin Peone (2019)  
Lecturer of Core Studies  
B.A., State University of New York  
M.A., Ph.D., Emory University

Janelle Pham (2018)  
Assistant Professor of Sociology  
B.A., Moravian College  
M.A., Lehigh University  
Ph.D., University of California Santa Barbara

Viviana P. Plotnik (1994)  
Professor of Spanish  
Licenciatura, Universidad de Belgrano – Argentina  
M.A., University of Minnesota  
Ph.D., New York University

Timothy Powell (2017)  
Senior Lecturer of Music  
Director of the University Singers  
B.M., M.M., Belmont University  
D.M.A., University of South Carolina

Christina Price-Washington (2017)  
Lecturer of Art  
B.A., Atlanta College of Art  
M.A., M.F.A., Georgia State University

Sithira Ratnayaka (2019)  
Visiting Assistant Professor of Chemistry  
B.S.E., M.S., Tulane University  
Ph.D., University of Alabama at Birmingham



J. Lynn Gieger (2002)  
Professor of Mathematics  
B.S., Millsaps College  
M.A., M.A.T., Duke University  
Ph.D., The University of Georgia

James S. Goodenberger (2018)  
Assistant Professor of Economics  
B.A., Hastings College, Nebraska  
Ph.D., The Ohio State University

Lynn M. Guhde (2004)  
Mack A. Rikard Professor of Economics and Business  
B.S., B.A., Slippery Rock State College  
M.B.A., Ph.D., Kent State University

Jessica Handler (2016)  
Lecturer of English  
B.S., Emerson College  
M.F.A., Queens University of Charlotte

Lisa J. Hayes (2013)  
Associate Professor of Psychology  
B.A., M.A., Ph.D., University of Michigan

Reshmi J. Hebbar (2013)  
Associate Professor of English  
B.A., University of Florida  
Ph.D., Emory University

Stephen B. Herschler (2001)  
Professor of Politics  
B.A., Princeton University  
M.A., Ph.D., University of Chicago

Robert B. Hornback (2000)  
Professor of English  
B.A., The University of California  
M.A., Ph.D., The University of Texas

Paulette S. Reneau (2018)  
Visiting Assistant Professor of Biology  
B.S., University College of Belize  
M.S., Western Kentucky University  
Ph.D., University of Oklahoma

Anne Rosenthal (1997)  
Associate Professor of Communication Studies  
B.A., Bethel College  
M.A., University of St. Thomas  
Ph.D., Purdue University

Michael K. Rulison (1982)  
Professor of Physics  
Honor Council Secretary  
B.S., University of Illinois  
M.S., Ph.D., The University of Georgia

Brent M. Runnels (2012)  
Senior Lecturer of Music  
Director of Music  
B.M., Academie Internationale D'ete  
M.M., Ithaca College  
D.M.A., Manhattan School of Music

Karen L. Schmeichel (2006)  
Associate Professor of Biology  
Manning M. Pattillo Professor of Liberal Arts  
B.A., Middlebury College  
Ph.D., University of Utah

Rebecca Clark Schmerer (2017)  
Lecturer of Core Studies  
B.A., Bowdoin College  
Ph.D., Boston College

Glenn R. Sharfman (2014)  
Professor of History  
Provost & Vice President for Academic Affairs  
B.A., Miami University  
M.A., Ph.D., The University of North Carolina

Seema Shrikhande (2002)  
Professor of Communication Studies  
B.A., Elphinstone College, India  
M.A., Bombay University, India  
M.A., University of Pennsylvania  
Ph.D., Michigan State University

Earl C. Howell (2014)  
Assistant Professor of Business Administration  
B.A., M.B.A., The University of North Carolina  
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S. Matthew Huff (2010)  
Associate Professor of Theatre  
B.A., Emory University  
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Justin Hugon (2019)  
Visiting Assistant Professor of Physics  
B.S., Rhode College  
M.S., Ph.D., University of Florida

Lejla Marijam Ibrahimbegovic (2018)  
Lecturer of Core Studies  
B.A., Agnes Scott College  
M.A., Ph.D., University of Georgia-Athens

Sidni A. Justus (2019)  
Visiting Assistant Professor of Psychology  
B.S., M.S., Ph.D., Georgia Institute of Technology

Katherine M. Keib (2017)  
Assistant Professor of Communication Studies  
B.A., M.A., Point Park College  
Ph.D., University of Georgia

Sibylle Klemm (2019)  
Lecturer in German  
M.A., Technische Universität Dresden  
Ph.D., Technische Universität Dortmund-Germany

Joseph M. Knippenberg (1985)  
Professor of Politics  
B.A., James Madison College of Michigan State  
University  
M.A., Ph.D., University of Toronto

Robert Steen (1995)  
Professor of Japanese  
B.A., Oberlin College  
M.A., Ph.D., Cornell University

Sarah Terry (2011)  
Associate Professor of English  
B.A., University of California  
M.A., Ph.D., University of Washington

Philip D. Tiu (1995)  
Associate Professor of Mathematics  
B.S., University of San Carlos, Philippines  
A.M., Ph.D., Dartmouth College

Jessica Tomkins (2019)  
Visiting Assistant Professor of History  
B.A., University College London  
M.St., University of Oxford  
Ph.D., Brown University

Morgan Vaughn (2019)  
Assistant Professor of Chemistry  
B.S., Berry College  
Ph.D., Emory University

Andrew Walden (2018)  
Assistant Professor of Organic Chemistry  
B.Sc., University of Virginia, College of Arts and  
Sciences  
Ph.D., University of North Carolina

Amanda L. Printz Whooley (2012)  
Associate Professor of Philosophy  
B.A., Guilford College  
Ph.D., University of Southern California

Matthew Wild (2016)  
Lecturer of Core Studies  
A\_LAB Faculty Liaison and Service Learning Coordinator  
B.A., M.A., Auburn University  
M.A., Ph.D., University of Kentucky

Peter J. Kower (2002)  
Professor of Economics  
B.A., Arizona State University, Tempe  
M.I.M., American Graduate School of  
International Management, Thunderbird  
M.A., University of Colorado  
Ph.D., The Ohio State University

Alyssa Kowis (2018)  
Reference and Instruction Librarian  
B.A., M.A., University of Wisconsin-Madison

Alan Loehle (2001)  
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

Mariel Meier (2015)  
Assistant Professor of Physics  
B.A., Smith College  
Ph.D., University of Colorado

Justin C. Wise (2010)  
Associate Professor of Psychology  
B.S., Southwest Texas State University  
M.S., The University of Texas  
Ph.D., Georgia State University

Iona L. Wynter-Parks (2013)  
Lecturer of French  
B.A., Universite Laval  
M.A., Georgia State University  
Ph.D., University of Georgia

Katharine Zakos (2015)  
Assistant Professor of Communication Studies  
B.A., M.A., Ph.D., Georgia State University

Wenlong Zhang (2019)  
Visiting Assistant Professor of Chemistry  
B.S., M.S., Ph.D., Georgia Institute of Technology

Leah Zinner (2008)  
Associate Professor of Psychology  
B.A., Emory University  
M.A., Ph.D., University of Wisconsin

### **Professors Emeriti**

G. Malcolm Amerson (1968)  
James Edward Oglethorpe Professor Emeritus of  
Biology  
B.S., Berry College  
M.S., Ph.D., Clemson University

Keith H. Aufderheide (1980)  
Professor Emeritus of Chemistry  
B.S., Wilmington College  
Ph.D., Miami University

Ken Nishimura (1964)  
Professor Emeritus of Philosophy  
A.B., Pasadena College  
M.Div., Asbury Theological Seminary  
Ph.D., Emory University

W. Irwin Ray (1986)  
Professor Emeritus of Music  
B.M., Samford University  
M.C.M., D.M.A., Southern Baptist Theological Seminary

Keith E. Baker (1983)  
Director Emeritus of Accounting Studies  
B.S., Youngstown State University  
M.A., University of Florida  
C.P.A., Georgia

James A. Bohart (1972)  
Professor Emeritus of Music  
B.S., M.M., Northern Illinois University

William L. Brightman (1975)  
Professor Emeritus of English  
A.B., Ph.D., University of Washington

John S. Carton (1998)  
Professor Emeritus of Psychology  
B.A., Wake Forest University  
M.A., Ph.D., Emory University

Barbara R. Clark (1971)  
Professor Emerita of English  
B.A., M.P.A., Georgia State University  
M.A., University of Kansas  
Ph.D., The University of Georgia  
C.P.A., Georgia

John A. Cramer (1980)  
Professor Emeritus of Physics  
B.S., Wheaton College  
M.A., Ohio University  
Ph.D., Texas A&M University

Bruce W. Hetherington (1980)  
Professor Emeritus of Economics  
B.B.A., Madison College  
M.A., Ph.D., Virginia Polytechnic Institute

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

Daniel L. Schadler (1975)  
Professor Emeritus of Biology  
A.B., Thomas More College  
M.S., Ph.D., Cornell University

William O. Shropshire (1979)  
Provost and Professor Emeritus of Economics  
B.A., Washington and Lee University  
Ph.D., Duke University

Brad L. Stone (1982)  
Professor of Sociology  
B.S., M.S., Brigham Young University  
Ph.D., University of Illinois

Linda J. Taylor (1975)  
Professor Emerita of English  
A.B., Cornell University  
Ph.D., Brown University

J. Dean Tucker (1988)  
Professor Emeritus of Economics and Business  
Administration  
B.S., M.A., The Ohio State University  
Ph.D., Michigan State University

Louise M. Valine (1978)  
Professor Emerita of Education  
B.S., University of Houston  
M.Ed., The University of Georgia  
Ed.D., Auburn University

Nancy H. Kerr (1983)  
Provost and Professor Emerita of Psychology  
B.A., Stanford University  
Ph.D., Cornell University

Martha H. Vardeman (1966)  
Professor Emerita of Sociology  
B.S., M.S., Auburn University  
Ph.D., University of Alabama

David K. Mosher (1972)  
Professor Emeritus of Mathematics  
B.A., Harvard University  
B.S.A.E., Ph.D., Georgia Institute of Technology

Victoria L. Weiss (1977)  
Professor Emerita of English  
B.A., St. Norbert College  
M.A., Ph.D., Lehigh University

Philip J. Neujahr (1973)  
Professor Emeritus of Philosophy  
B.A., Stanford University  
M.Phil., Ph.D., Yale University

Philip P. Zinsmeister (1973)  
Professor Emeritus of Biology  
B.S., Wittenberg University  
M.S., Ph.D., University of Illinois

## 18. University Officers

(Year of appointment in parentheses)

Lawrence M. Schall (2005)

President

B.S., Swarthmore College

J.D., Ed.D., University of Pennsylvania

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

J. Todd Bennett (2011)

Vice President for Marketing and Communications

B.S., Stetson University

M.S.Ed., University of Miami

Michelle T. Hall (2010)

Vice President for Campus Life

B.A., The University of the South

M.S., The University of Memphis

Lucy Leusch (2006)

Vice President for Enrollment and Financial Aid

B.A., Saint Mary-of-the-Woods

Larry D. Large (1999)

President Emeritus

B.S., Portland State University

M.A., Ph.D., University of Oregon

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

Robyn Furness-Fallin (2015)

Vice President for Development and Alumni Relations

B.A., McDaniel College

Dennis W. Kelly (2018)

Dean of the Q. William Hammack, Jr.

School of Business

B.S., Georgia Institute of Technology

M.B.A., Harvard University

Carolyn Sloane Mata, Ph.D. (2018)

Vice President for Research and Planning

Special Assistant to President Schall

Florida State University

Glenn R. Sharfman (2014)

Provost and Vice President for Academic Affairs

Professor of History

B.A., Miami University

M.A., Ph.D., The University of North Carolina

## Quick Reference

A_LAB (Atlanta Laboratory for Learning)	<a href="#">Sec. 10.1.</a>
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Accreditation	<a href="#">Sec. 2.5.</a>
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