OGLETHORPE UNIVERSITY

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Oglethorpe University Bulletin: 2025-2026

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Oglethorpe University reserves the right to change any part of this *Bulletin*, including but not limited to requirements for graduation, without notifying students or employees individually. Every effort will be made to keep students and employees abreast of all such changes. The most reliable information can always be found in the most recent digital version of this *Bulletin* which is published in PDF format at https://oglethorpe.edu/academics/bulletin/.

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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BIO (Biology)
BUS (Business, Business Administration)
CDE (Career Development and Exploration)
CHI (Chinese)
CHM (Chemistry)
COM (Communication Studies)
COR (Core)
CSC (Computer Science)

ECO (Economics)
ENG (English, English and Comparative Literature)
ENV (Environmental Studies)
FMS (Film and Media Studies)
FRE (French)
FYS (First Year Seminar)
GER (German)
GO (Global Oglethorpe)
GRE (Greek)
HIS (History)
HON (Honors)
INS (International Studies)
INT (Interdisciplinary Studies)
ISC (International Study Center)
JPN (Japanese)
LAT (Latin)
LEAD: Cape Town
LEAD: Greece
MAT (Mathematics)
MBA (see Master of Business Administration)
MUS (Music)
NPM (Nonprofit Management)
PBH (Public Health)
PHI (Philosophy)
PHY (Physics)
POL (Politics)
PSY (Psychology)
SEN (Senior Transitions)
SOC (Sociology)
SPN (Spanish)
STM (STEM: Science, Technology, Engineering, & Mathematics)
THE (Theatre)
ULP (Urban Leadership, Rich Foundation Urban Leadership Program, RFULP)
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Quick Reference

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: 2025-2026*. 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 students plead ignorance or because they were 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 https://oglethorpe.edu/academics/bulletin/) 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 2024-2025 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 https://oglethorpe.edu/academics/bulletin/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 https://oglethorpe.edu/academics/bulletin/. In all matters, the most recent digital edition of the *Bulletin* published in PDF format at https://oglethorpe.edu/academics/bulletin/ 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: 2025-2026* and all of its revisions will cease to be viable, functioning documents following the conclusion of the 2032-2033 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.

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
500-level	Graduate courses supporting master-level programs

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.

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.

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.

1.4.3.5. Graduate Level (Course)

A graduate course features a numerical index which will begin with "5." Examples of graduate courses include MBA 500 or MBA 599.

Graduate courses generally have one or more of the following characteristics:

- Framework: Graduate courses are framed by the research, theoretical frameworks, and analytical methodologies commonly practiced in the discipline.
- Application: Graduate courses challenge students to use the theories and research of professional practice to address applied problems related to the field of practice.
- Creativity: Graduate students should be called upon to generate unique and original approaches to improving professional practice in the discipline.

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, being of traditional length. The summer semester is shorter 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.

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, an evening session 1 (of approximately half of the traditional session) and an evening session 2 (also of approximately half of the

traditional session). 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 2025-2026 academic year spans the time following conclusion of the 2025 summer semester through the end of the 2026 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.[1]

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.[2]

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. [3]

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

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[1] Modified from "Requirements for a Degree," Rhodes College, accessed July 5, 2017, http://www.rhodes.edu/content/degree-requirements

[2] 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

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 transcripted as soon as it is earned, and it may be earned even by non-degree-seeking students.[4]

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 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

[4] Ibid.

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.

1.4.23. Modality Definitions

The following definitions concern teaching remotely at Oglethorpe and the applications are discussed in Section 6.30. Note that direct instruction and student preparation are discussed in Section 1.4.2.

- Remote Course Section – A course section where 100% of direct instruction is via the internet. Students can expect no face-to-face meetings unless explicitly told otherwise. Also called online. This includes the ideas of distance learning.
- Hybrid Course Section – A course section where 50-99% of direct instruction is via the internet. Students can expect required face-to-face meeting time. It must include some in-person, face-to-face meetings throughout the semester but a substantial portion of the content is delivered remotely. This is similar to blended classes - although blended is technically a different approach from hybrid, they use the internet in similar proportion. Hybrid and remote course sections are collectively called remote for SACS accreditation purposes.
- In-Person Course Section – A course section where 0-49% of direct instruction may occur via the internet. This course may use web-based technology to facilitate what is essentially a face-to-face course. For example, a learning management system (LMS) or web pages may be used to post the syllabus and assignments. This is sometimes called Web Facilitated but we opt for the term in-person because it emphasizes that a large proportion of the course is face-to-face rather than that some technology is in use and it is what most Oglethorpe faculty are thinking of when they say, “in person course”. Also similar to on-ground or traditional modalities.
- Face-to-face Meeting – A meeting where the instructor and student(s) are in the same physical location at the same time. This may include traditional class meetings but also includes one-on-one or group meetings where the instructor is present. This is sometimes called in-person meetings.
- Synchronous Remote Learning – A remote meeting of the instructor with student(s) where all participants are (or should be) present at the same time. This is a typical but not required part of hybrid and remote courses.
- Asynchronous Remote Learning – A remote activity where students interact with the instructor on their own schedule e.g., with a LMS forum or with video posts. This is a typical but not required part of hybrid and remote courses.

2. University Information

2.1. About Oglethorpe University

Founded in 1835, Oglethorpe University is Atlanta's only co-educational small private liberal arts college, home to nearly 1,500 diverse and engaged students from more than 28 states and 31 countries.

A place that puts students first, Oglethorpe's academically rigorous programs emphasize intellectual curiosity, individual attention, close collaboration among faculty and students, and hands-on active learning that connects theory and practice. Students prepare for life and career through internships, study abroad, civic engagement, and undergraduate research.

Oglethorpe is deeply committed to student success and to diversity, equity, and inclusion as institutional core values. Oglethorpe's student body is remarkably diverse: more than half identify as persons of color; more than a third are the first generation in their families to attend college; and more than a third are Pell eligible. Since 2018 Oglethorpe has offered its signature Flagship 50 program, a groundbreaking merit tuition scholarship that matches all 50 states' flagship tuition for qualified students. From 2018 to 2022, the Fiske Guide to Colleges named Oglethorpe to its Top 20 "Best Buy Schools." Approximately 99% of Oglethorpe students receive some form of financial aid.

In 2019, Oglethorpe opened the I.W. "Ike" Cousins Center for Science and Innovation, with state-of-the-art lab and classroom space, as well as the Q. William Hammack, Jr. School of Business, which boasts a near 100% career and graduate school placement rate for alumni six months after graduation. The university is also home to the Conant Performing Arts Center, which regularly welcomes student and professional theatre and music to its stage, and the Oglethorpe University Museum of Art, a teaching museum. The Oglethorpe Stormy Petrels compete in the NCAA Division III Southern Athletic Association. The Oglethorpe campus is located in historic Brookhaven, one of the Atlanta metro area's safest and fastest growing communities.

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, 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

Atlanta's Oglethorpe University is committed to teaching excellence in an inclusive learning environment. We prepare students for success in professional endeavors as responsible and productive contributors to a global society.

2.3.1. Oglethorpe University Vision

Oglethorpe University will be internationally recognized for academic excellence and known for setting the standard as a diverse, inclusive, and collaborative community. Guided by our immersive curricula, we will prepare students to become ethical, critical thinkers that embrace innovation to create positive transformation in our society.

2.3.2. Oglethorpe University Core Values

Excellence

Oglethorpe students are creative, empathetic critical thinkers who are supported and encouraged by a faculty committed to teaching, learning, and shaping tomorrow's leaders. Building on the foundation of our CORE curriculum and liberal arts tradition, students are challenged to write clearly, speak persuasively, and weigh evidence inside and outside the classroom. Oglethorpe faculty, staff, alumni, and students pursue ambitious goals and are committed to lifelong learning.

Engagement

Whether on campus, in Atlanta, or around the world, Oglethorpe students, faculty, staff, and alumni experience, serve, and improve our communities. Situated near the nation's capital of civil rights, dozens of corporate headquarters, and world class arts and theater, our students tap into all that our international city offers. From internships, study abroad, civic engagement, and immersions in multicultural communities, students develop global perspectives and skills.

Belonging

We believe in listening to all voices, recognizing the inherent dignity of each community member, and celebrating the richness of our diverse campus. We are committed to helping all students find their places and voices in the Oglethorpe community so that they become citizens who respect and appreciate differences and understand the influences that shape the world in which they live.

Thriving

College life extends beyond the classroom and includes care for the whole student: body, mind, and spirit. Our tight-knit campus focuses on physical, social, intellectual, spiritual, emotional, and occupational aspects of wellness. We commit to helping each community member have the tools and resources they need to not only graduate but thrive.

Persistence

Our motto – Nescit Cedere – translates to "He does not know how to give up" and captures the pride and tenacity of our community. We believe in possibilities. We empower students to take ownership and create the future that's right for them. We may not know what tomorrow will bring, but we work together to solve challenges and in doing so will make a difference in the world.

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 a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Oglethorpe University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the status of Oglethorpe University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org). 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 @oglethorpe.edu must be appended**. Also, every telephone number must be preceded by the area code, which is 404.

President: Dr. Kathryn McClymond, kmcclymond, 364-8356

University Counsel & Presidential Engagement: Ms. Kate Bobb, kbobb
Executive Assistant to the President: Ms. Pam Dixson, pdixson, 364-8356
Chief Inclusive Excellence Officer: Dr. Rhana Wheeler, rwheeler

Provost and Vice President for Academic Affairs: Dr. Gabriel Barreneche, gbarreneche, 364-8318

Associate Provost: Dr. Kendra King Momon, kkingmomon, 364-8351
Administrative Assistant to the Provost: Ms. Nicola Sparks, nsparks, 364-8317

Dean of the Q. William Hammack, Jr. School of Business: Dr. Stephen Craft, scraft, 504-1330

Director of the Innovation and Entrepreneurship Center: Dr. Leroy Carson, lcarson

Assistant Provost & Registrar: Mr. Ed Rosser, erosser, 364-8870

Associate Registrar: Ms. Jo Dotson-Hearn, jhearn, 364-8316

Assistant Registrar: Ms. Naomi Norris, nnorris, 364-8366

Senior Director of Student Success: Dr. Vivian Medrano, vmedrano,364-8360

Assistant Director of Student Success: Ms. Lauren Richardson, lrichardson2

Director of the Writing Center: Dr. Courtney Mullis, cmullis, 364-8541

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

Chair of Division I (Philosophy, Fine Arts, and Communication Studies): Dr. Kate Keib, kkeib, 504- 3459

Chair of Division II (History, Politics and International Studies): Dr. Glenn Sharfman, gsharfman, 504-1505

Chair of Division III (Natural Sciences): Dr. Mariel Meier, mmeier, 364-8339

Chair of Division IV (Behavioral Sciences): Dr. Lisa Hayes, lhayes, 364-8391

Division V (Hammack School of Business): Dr. Stephen Craft, scraft, 504-1330

Chair of Division VII (English and Comparative Literature): Dr. Sarah Terry, sterry, 364-8393

Chair of Division VIII (World Languages Literatures, and Cultures): Dr. Mario Chandler, mchandler, 364-8382

Chair of Division IX (Mathematics and Computer Science): Dr. Brian Patterson, bpatterson, 504- 1322

Director of the Core Program: Dr. Judith Levy, jlevy

Director of the Honors Program: Dr. Lea Alford, lalford, 364-8403

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

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

Director of the Rich Foundation Urban Leadership Program (RFULP): Dr. Rhana Gittens Wheeler, rwheeler

Director of the Environmental Studies Program: Dr. Roarke Donnelly, rdonnelly, 364-8401Senior Vice President, Chief Financial Officer and Chief Operations Officer: Mr. Pete Stobie, pstobie, 364- 8322

Controller: Ms. Chasity Wells, cwells2, 364-8303

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

Manager, Professional Development and Wellness: Ms. Colleen Donaldson, cdonaldson

Human Resources Coordinator: Ms. Angela Hughes, ahughes1

Director of IT Services and Chief Information Officer: Ms. Tanya Thompson, tthompson1, 364- 8535

Systems Analyst: Ms. Julia Rodriguez, jrodriguez, 364-8465

IT Systems Support Administrator: Mr. James Gregg, jgregg, 364-8874

Software Administrator: Ms. Sheila Gonzalez, sgonzalez1, 504-3474

Facilities Director: Mr. Michael Hoover, mhoover

Director of University Events: Ms. Tierra Copeland, tcopeland, 364-8440

Director of the On-Campus Store: Ms. Kathleen Guy, kguy1, 364-8361

Vice President for Student Affairs: Dr. Meredith Raimondo, mraimondo

Associate Dean of Students & Director of Residence Life: Mr. Blake Petty, bpetty, 364-8895

Associate Director of Residence Life and Student Conduct: (vacant)

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

Assistant Director of Athletics for Operations/Senior Woman Administrator: Ms. Cindy Vaios, cvaios, 364-8479

Assistant Director of Athletics for Sports Information Director: Mr. Daniel Manget, dmanget, 364-8329

Assistant Director of Athletics for Sports Medicine: Ms. Louise Winters, linch, 364-8486

Head Baseball Coach: Kellen Greer, kgreer, 364-8487
Head Basketball Coach, Men's: Mr. Phil Ponder, pponder, 364-8422
Head Basketball Coach, Women's: Mr. Jasen Jonus, jjonus, 364-8421
Head Cross Country/Track and Field Coach: Kari Elliott, kelliott2, 364-8410
Head Golf Coach: Mr. Jim Owen, jowen, 364-8420
Interim Head Lacrosse Coach, Men's: Mr. Jibril Stapleton, jstapleton, 364-8415
Head Lacrosse Coach, Women's: Vacant, 364-8463
Head Soccer Coach, Men's: Mr. Jon Akin, jakin, 364-8416
Head Soccer Coach, Women's: Mr. Rob King, rking1, 364-8896
Head Tennis Coach, Mr. Taylor Stewart, tstewart, 364-8347
Head Volleyball Coach: Ms. Olivia Tidmore, otidmore

Director of Campus Safety: Mr. Dylan Whitney, dwhitney, 504-1188
Director of Career Development: Dr. Lisa Conley, lconley
Director of the Counseling Center: Dr. Michelle Lyn, counselingcenter
Director of Equity and Care: Mr. Austin Rayford, arayford, 364-8344
Director of Dining Services: Mr. David Durden, dining, 504-1411

Vice President for Advancement: Ms. Sarah Emerson, semerson, 364-8330

Senior Director of Advancement Strategy and Operations: Ms. Holly Joseph, hjoseph
Manager of Advancement Operations: Mr. Saurav Bhandary, sbhandary, 364-8334
Senior Director of Alumni Engagement and Giving: Ms. Kathryn Henderson, khenderson1, 364- 8439
Sr. Associate Director of Development and Curatorial Advisor: Mr. John Daniel Tilford, jtilford, 364-8552
Advancement Operations Coordinator: Juninho Bolanos Urdaneta, jbolanosurdaneta
Senior Operations Specialist: Emily Yeh, eyeh
Assistant Director of Alumni Engagement: Alyssa Merletti, amerletti
Sr. Associate Director of Development: Bryan Hirt, bhirt

Vice President of Enrollment Management: Ms. Ginger Fay, gfay, 364-8307

Director of Admission: Ms. Ethel Isabel Milian, imilian
Director of Enrollment Operations: Mr. Ethan Hawkland, ehawkland
Manager of Enrollment Communications, Ms. Olivia Martin, omartin1
Senior Director of Institutional Effectiveness: Ms. Caitlin Douglas, cdouglas, 364-8311
Director of Financial Aid: Mr. Chris Summers, csummers, 364-8355
Assistant Director, Financial Aid Compliance: Ms. Belinda Jones, bjones2, 364-8358

Senior Director, Marketing and Communications: Ms. Michelle Geiger, mgeiger, 364-8348

Assistant Director, Communications: Mr. Grant Utter, gvutter, 504-1065
Web Specialist: Ms. Heather Neal, hneal1, 504-1535
Communications Coordinator: Ms. Valeri Cruz, vcruz2

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/usethedata. 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 https://oglethorpe.edu/life/support/safety/. 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.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form. Students taking online or distance courses through Oglethorpe should also reference the GA-SARA complaint rules (https://gnpec.georgia.gov/student-resources/complaints-against-institution) to determine if this would apply.

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 https://sacscoc.org/app/uploads/2019/08/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 https://sacscoc.org/app/uploads/2019/08/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 the representative to submit substantive change notification letters and associated documentation to the president of SACSCOC or personally submitting such letters and documentation (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; genetic information, including family medical history; 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 strives 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.

Accessibility services (see Sec 10.1.3.) coordinates services, and provides information upon request, to students with disabilities. When possible, students with disabilities are asked to contact

accessibility services to register for assistance and ensure that appropriate accommodations are implemented. Accessibility services responds to inquiries regarding campus accessibility, approves reasonable academic and housing accommodations, administers examinations for students with registered accommodations, and can assist with filing disability-related grievances and complaints. Additional information is available at https://oglethorpe.edu/academics/academic-resources/student-success/accessibility-accommodations/.

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 office of accessibility services will present the student's written request and approval from accessibility services to the specific program chair. The petition should state the specific accommodation requested. Course substitution requests and program approvals must be completed prior to the start of the semester in which the substitution will occur. In collaboration with the student and the office of accessibility services, the program chair will determine a reasonable course substitution.

Oglethorpe allows a student with a documented mathematics-based disability and/or processing disorder to petition for a substitution of the Core mathematics requirement. A written request and accessibility services approval for a faculty-approved course substitution must be submitted prior to attempting the course to be used as a substitute for COR 314.

To initiate the process, the student must make a specific request and submit required documentation to the office 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 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 314 course substitutions in advance.
3. Oglethorpe is not responsible for delays in graduation that result from substitutions. Students should submit a request early in their 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 request 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 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. 10.6.)
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

A student with a documented language-based disability may request to complete a 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 office 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 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. Students should submit a request early in their program of study in order to allow ample time to meet the requirement.

Grievance Procedures

While accessibility 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.

Oglethorpe University is committed to resolving disputes related to disability services informally whenever possible. Students who feel aggrieved by actions or inactions of the university or specific individuals are encouraged to address their concerns directly with the relevant party or appropriate university official. Any student who believes that appropriate accommodations have not been provided may file a grievance with the university using the procedure outlined below.

Informal Complaint

Students should first attempt to resolve concerns informally by discussing the issue with Accessibility Services. While verbal discussions are encouraged, students may also submit their concerns in writing (e.g., email or brief statement) to Accessibility Services. The goal of this step is to address issues promptly and collaboratively.

Formal Grievance

If the issue remains unresolved, students may submit a formal grievance by completing this form within 30 days of the incident. The form requires:

Student's name and contact information

Description of the concern

Relevant facts or supporting evidence

Once submitted, the Director of Equity and Care will review the grievance and provide a written response. The investigation will be completed within thirty (30) workdays of receiving the appeal, with written results issued to the complainant.

Procedures to File an Appeal

Step 1

When an individual's accommodation is denied the individual will have 10 working days to appeal the Coordinator of Accessibility Serivces's Decision. To submit an appeal the student must complete the Non-academic student complaint form or submit a written notification to the Director of Equity and Care.

An individual's appeal should be based on one or more of these reasons:

a) A procedural error happened that significantly impacted the decision
b) New information is available that was not known or provided when the request was denied
c) The denial does not align with the documentation provided to support your initial request.

The following items must be provided when submitting an appeal:

1. A copy of your accommodation decision letter
2. A statement explaining the accommodation(s) you originally requested and the reason(s) why you believe the denial should be reconsidered. Students must provide a clear explanation for the basis of their appeal.
3. Supporting documentation

Step 2

The Director of Equity and Care will review the appeal. Before making a final decision the Director of Equity and Care may request additional information from the student, Accessibility Services Coordinator and/or other appropriate individuals.

Within 15 working days after receipt of the appeal and all relevant information, the Director of Equity and Care will notify the student of a decision regarding their appeal via the student's Oglethorpe University email.

If a student submits new information or documentation during the appeal review that was not previously provided the Director of Equity and Care may refer the student back to the Accessibility Services Coordinator to continue the interactive process.

3.3.3. Policy Prohibiting Discrimination, Harassment and Retaliation

Oglethorpe University values the dignity of the individual, human diversity of 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.

Discrimination and/or 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, including family medical history; citizenship status; service member status; or any other category protected by federal, state or local law is prohibited. The terms discrimination and /or harassment as used in this policy may include:

- 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.
- Actions intended to create an intimidation, hostile or offensive educational, work or living environment
- Actions that disrupt an individual's ability to work or a student's ability to succeed academically

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. 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 and is an independent basis for a violation of this policy which may also be pursued under the grievance procedure.

Sexual harassment under Title IX is addressed in a separate policy; see Sec. 14. Appeals from accommodations under ADA/Section 504 are addressed in Section 3.3.2.

Members of the faculty are also covered by this policy and are prohibited from engaging in any form of harassing, discriminatory or retaliatory conduct.

Grievance Procedures

The following University officials have been designated to respond to allegations regarding any such violation: the Director of Equity and Care, Chief Officer for Inclusive Excellence, Vice President for Student Affairs, the Provost, the Director of Human Resources, or the designee of any of the listed individuals.

Complaints alleging misconduct as defined in this policy should be reported as soon as possible after the alleged offense. The complaint form can be found here: https://cm.maxient.com/reportingform.php?OglethorpeUniv&layout_id=21.

Upon receipt of a complaint, the Director of Equity and Care, will conduct a preliminary inquiry designed to:

- Assess the institutional policy or policies potentially invoked
- Take interim action to mitigate harm and ensure a safe environment
- Consider the best path of resolution for the complaint

In the event the Office of Equity and Care determines there are no reasonable grounds for believing the conduct at issue constitutes a violation of this Policy, the complaint will be closed.

If the Director of Equity and Care determines there is reasonable grounds for believing the reported conduct constitutes a violations of this Policy, the Director of Equity and Care or their designee will begin an investigation

Resolution Procedures

Step 1: Assignment of Investigator

The Director of Equity and Care or their designee will appoint an investigator or investigative team with experience investigating allegations of discrimination and harassment. The investigator(s) may be an employee of the University or an external investigator engaged to assist the University in its fact gathering.

Step 2: The Investigation

The investigation will be conducted in a manner appropriate in light of the circumstances of the case. The investigation may include, but is not limited to, conducting interviews of the complainant(s), the respondent(s), and any witnesses (witnesses must have observed the acts in question or have information relevant to the incident); reviewing law enforcement investigation documents, if applicable; reviewing personnel files; and gathering, examining, and preserving other relevant documents and physical, written, and electronic evidence (including text messages and other phone records, social media posts, swipe records, security camera footage, etc.). The parties will be afforded an opportunity to identify and present relevant witnesses and evidence to the investigator, as well as identify witnesses who may have relevant information.

Step 3: The Investigator's Report and Conclusions

The investigator will provide a statement of the facts in a written report. The Director of Equity and Care will review the report and make conclusions as to whether the respondent violated any provision

of this Policy. The standard of proof shall be by a preponderance of the evidence. The final decision will state whether or not a policy violation occurred.

a) Determination of No Policy Violation. If the Director of Equity and Care determines that the respondent did not violate any provision of this policy, the Director of Equity and Care will notify both parties of the decision.

b) Determination of a Policy Violation- If the Director of Equity and Care determines there is sufficient evidence to determine, based on preponderance of evidence standard, that the respondent violated this Policy, the matter will be referred to the appropriate personnel.

Corrective Action

If the Respondent is found responsible, corrective action will be addressed as follows:

a) For Policy violations by employees (including staff, faculty, and students acting in their capacity as student employees), the Director of Equity and Care will refer the violation to the Director of Human Resources or their designee, to determine the appropriate corrective action.

b) For Policy violations by contractors, vendors, and others doing business with the University, the Director of Equity and Care will refer the violation to the Vice President for Business Affairs or their designee to determine the appropriate corrective action,

c) For Policy violations by students, the Director of Equity and Care will refer the violation to the Chief Student Conduct Officer or their designee to determine the appropriate corrective action.

Appeals

Either party may appeal the Director of Equity and Care's Decision on one or both of the following grounds:

- A procedural irregularity occurred that substantially impacted the outcome;
- There is new evidence that was not reasonably available at the time the decision was made that could have substantially impacted the outcome.

Appeals are not intended to be a full rehearing. In most cases, appeals are limited to a review of the written documentation and pertinent documentation regarding the grounds for appeal. The decision by the appeal officer will be considered the final determination in the process. No other grounds for appeal are permitted.

A party must file an appeal within seven (7) working days of the date they receive a notice of dismissal or the Director of Equity and Care's determination. The appeal must be submitted in writing to the Director of Equity and Care. The appeal must specifically identify the determination and/or dismissal being appealed, articulate which one or both of the grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the Director of Equity and Care will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the Director of Equity and Care determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the Director of Equity and Care will dismiss the appeal and

provide written notice of the same to the parties. The decision of the Director of Equity and Care is final and binding.

If the Director of Equity and Care confirms that the appeal is timely and invokes at least one permitted ground for appeal, the Director of Equity and Care will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) working days. The Chief Inclusive Excellence officer or their designee will serve as the appeal officer to consider and resolve the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the appropriate parties that explains the outcome of the appeal and the rationale.

The determination of a complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the Chief Inclusive Excellence Officer has resolved all appeals, either by dismissal or by transmittal of a written decision. No further review beyond the appeal is permitted. The decision of the Chief Inclusive Excellence Officer is final and binding.

Although the length of each appeal will vary depending on the totality of the circumstances, the University strives to issue the appeal officer's written decision within (21) working days of an appeal being filed.

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.

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, meetings, and social media.

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.

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 vice president of student affairs 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

Oglethorpe University faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. 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. Faculty are responsible for complying with the generally accepted standards of ethics in their field, including but not limited to considerations of appropriate attribution and representation practices. No limitations on such freedom shall be imposed other than those required by generally accepted standards of responsible scholarship, research, and teaching.

As scholars and educators, faculty should remember that the public may judge their profession and their institution by their utterances. Hence, they should always strive for accuracy, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Academic freedom gives faculty the right to teach, research, and speak about matters of public concern without being punished, even where their views, findings, or methods are controversial. Educators on college and university campuses must be free to speak their minds, ask difficult questions, and facilitate learning without the threat of institutional censorship, coercion, or intimidation. Teachers are encouraged to bring other subjects into their classroom in ways that expand understanding of course materials and encourage critical thinking. Faculty members should not consider the classroom a forum to forward their personal agenda.

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. Oglethorpe faculty have the freedom to select class materials and assignments, granted they do not interfere with programmatic standards, curriculum, or learning outcomes. If there is a particular method of evaluation that a program utilizes, then the program needs to make that clear to the faculty. Faculty members can select materials and assignments that fit the course description and maximize student learning outcomes. However, individual faculty members are part of academic programs that make collective decisions about course offerings and course materials. Faculty members should be informed about any shared course guidelines in advance of teaching that course.

Faculty have the right to bring speakers with diverse views for the benefit of the campus community. When applicable, care should be taken to alert the community that the guests speak for themselves and in no way represent Oglethorpe University.

In the event of an alleged violation of academic freedom, any faculty member has the right to 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.

Honor Code (see Sec. 11.)

3.5.2. 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 the student 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 staff members in connection with their required job duties shall be the sole and exclusive property of the University. The staff members shall own Copyright of works and Patents of inventions created apart from their 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 senior administrative leadership team (SALT) 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 SALT 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 chief information officer, 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.

3.5.3. 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 https://oglethorpe.edu/academics/library/research/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.

3.5.4. Institutional Review Board (IRB) Information and Procedures

General Information and Procedures

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

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

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

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

<u>When is it not necessary to obtain IRB approval or departmental approval?</u>

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 one PDF file containing all required materials for review to the IRB chair. 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
Associate Professor of Psychology
Oglethorpe University
4484 Peachtree Road, N.E.
Atlanta, GA 30319

Phone: (404) 364-8391
E-mail: lhayes1@oglethorpe.edu

What are the materials to submit for IRB review?

To request approval of your project by the IRB, you need to submit the following documents in one PDF file to the IRB chair:

- A completed IRB Approval Request Form (available on the OU IRB website).
- A copy of your proposed informed consent form (available on the OU IRB website).
- Copies of any measures or questionnaires to be used in the study.

- If the investigator believes that written consent is not appropriate, the investigator 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, they 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 that 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:
https://oglethorpe.edu/academics/undergraduate-research/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 (username@oglethorpe.edu) to send University news, essential information, classroom communications and other 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, alternate non-Oglethorpe email addresses, 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 students to ensure that their 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 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 the Internet. Access is also available to students through computers located in the Philip Weltner Library.

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 established University practices, violations may result in disciplinary review which could result in legal or some other disciplinary 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, copied to personal device/storage 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, network or software may not be used to violate the terms of any license agreement.
c. Individuals should not encroach on others' use of the computing resources. 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. These technologies and resources include, but are not limited to, equipment, computer applications, email, WiFi, network, systems, data, and Artificial Intelligence (AI).

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 IT Services Department.

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. Users should use caution when reviewing email to decrease the chance of being deceived into providing personal information. It is the responsibility of all users not to provide personal information in response to an unsolicited email or other correspondence. Questionable requests should be directed to the IT Services Help Desk for review.

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 copyrighted music, movies, computer software, text, images, etc., are strictly prohibited.

Privacy

Faculty, staff, and students, utilizing Oglethorpe University computing and networking resources, should have no expectation of privacy. However, Oglethorpe University will take reasonable efforts to ensure that user files, e-mail messages, and other activity does 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. Routine or other course of duty information/cybersecurity security reviews of the environment, including vulnerabilities, malicious programs, security flaws/weaknesses, etc.
d. 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 performing 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 https://portal.permitsales.net/driverportal/OU/.

Please access a campus parking map at: https://oglethorpe.edu/life/support/safety/parking-on-campus/ or https://oglethorpe.edu/about/maps/.

Vehicle Registration

All members of the University faculty, student body or staff using University roadways or parking spaces at any time on campus property must register their 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.

- Individuals may register only a vehicle belonging to the registrant or a member of their 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://portal.permitsales.net/driverportal/OU/.

Violations

All citations must be paid via the website https://portal.permitsales.net/driverportal/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://portal.permitsales.net/driverportal/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.
- Persons requesting a hearing may be present at their 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 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.)
- Parking, Driving and Vehicle Registration Policies and Regulations (Sec. 3.7.)
- 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. More information can be found at http://oglethorpe.edu/student-complaint-process/.

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, the complainant 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 https://oglethorpe.edu/student-complaint-process/. 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 a designated member of the Senior Administrative Leadership team. The designated administrator 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 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 students do not withdraw from a course by the requisite deadline and wish to request a waiver for that requirement, during the three-step process outlined above students should assume that they 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, students will not have further harmed their grade in the course.

3.9.3. Non-Academic Committee for Complaints, Appeals and Exceptions

Oglethorpe University is committed to fostering an inclusive campus environment that respects the religious beliefs and practices of all members of its community. In accordance with our institutional values and applicable laws, the University provides reasonable accommodations for students who sincerely hold religious beliefs or practices that conflict with institutional policies, procedures, or structures. A religious practice or belief refers to a sincerely religious observance.

The University offers a range of accommodations designed to honor and support the religious needs of students. In addition, spaces are available for private or communal religious observance outside of residence hall rooms. For general inquiries about the Interfaith Prayer and Meditation space students are encouraged to contact the Director of the Intercultural Center by emailing mzacarias@oglethorpe.edu.

Process to Request a Religious Accommodation

Students seeking religious accommodation must submit a written request to the Director of Equity and Care by emailing arayford@oglethorpe.edu. The student's request should include the following information:

1. A description of the accommodation being requested.

2. The reason the accommodation is needed; and

3. An explanation of how the accommodation will address a conflict between religious practices or beliefs and institutional requirements (e.g., policies, procedures, or physical structures).

Upon receiving a request, the Office of Equity and Care in coordination with any other appropriate offices on campus will begin an interactive process to determine if the request can be reasonably accommodated. All students requesting a religious accommodation are required to meet with the Director of Equity and Care.

Decision Criteria

Each accommodation request will be evaluated on a case-by-case basis. The Office of Equity and Care will communicate the final determination to the student in a timely manner.

4. Admission

All completed applications will be evaluated holistically by members of the admission staff. Final decisions regarding required materials, application fees, application deadlines, and admission decisions are at the discretion of the vice president for enrollment management.

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 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. Special provisions may be made for students who will be 22 by the time they begin their first semester or who turn 22 soon thereafter. 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, management, 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.

For information regarding the Master of Business (MBA) program, see Sec. 8.6.

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, including cost, scholarship availability, and access to on campus

housing. Students are urged to consult Secs. 7., 8.1. and 8.5., and to talk with their academic advisor and personnel in enrollment services, prior to earnestly contemplating switching 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)364-8307
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, and the Coalition application, available at https://www.coalitionforcollegeaccess.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 jointly 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 fewer than 24 semester hours or 36 quarter hours, not including hours earned via joint/dual enrollment.

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 official transcript to show completion of academic work and official graduation.

Freshmen Transfers should follow the application requirements for Transfer students, but must also provide a final official transcript from their high school or GED program.

4.2.1.1. Deadlines

Oglethorpe offers three application plans for freshman candidates: Early Bird (July 31 deadline), Early Action (December 1 deadline), and Regular Decision (rolling admission).

Early Bird

The Early Bird Application is a specially offered type of application that opens in the summer and gives secondary school students the ability to get their admission decision earlier than many traditional application plans. This is specifically important for recruited athletes and other students who may need to make their college decision early. The Early Bird Application uses the exact same format and policies as the Early Action application below, but the essay requirement and application fee are waived until August 1.

Early Action

Secondary school students with a strong interest in attending Oglethorpe in the fall semester following graduation from secondary school and who wish to receive consideration for full-tuition scholarships are invited to apply under the early action plan. Candidates should complete the application and submit all required credentials by November 1 of the student's senior year. This deadline may be extended to December 1 at the discretion of the Vice President of Enrollment Management. 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. 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, science, and world language. In addition to the quality of the secondary school program, if available, Oglethorpe also considers credentials such as standardized test scores, the admission essay, letters of recommendation, involvement in the school and community and work experience. Portfolios or videos are not requested for admission, but will be considered if submitted. The admission office strongly recommends campus visits.

4.2.1.3. Application Requirements (Freshmen)

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.
- Application essay or personal statement.

Applicants also have the opportunity to submit the optional items below. All submitted items will be considered holistically as a part of a student's application:

- Official ACT or SAT scores
  o Oglethorpe considers the strongest score(s) from either test in the admission decision.
  o 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.
  o 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. Asl the ACT has moved to make the Science section optional beginning in 2025, Oglethorpe will consider ACT results submitted without Science.
  o 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. Students may self-report test scores on their application, but official results will be required at the time of enrollment if the student is using test scores as a means to participate in the Flagship 50 Program.
- Evaluative interview with a member of the Admission staff
- Personal video submission
  - Video submissions are to be 1-2 minutes and should address the qualities, characteristics, experiences, perspectives, or interests an applicant will bring to the Oglethorpe community.
- Letters of recommendation, typically from a teacher or counselor who can attest to the applicant's academic ability.

4.2.1.4. Enrollment Policies

Admitted freshman students must secure their place in the class by submitting an enrollment deposit by the deadline indicated by the Office of Admission. Entering freshman students must submit an official final transcript from their secondary school and, if applicable, from all colleges and universities attended. All freshman students must complete the online housing application or the housing exemption form as soon as possible after the housing application is released. For more details about campus residency requirements or to complete an online housing form, please visit https://oglethorpe.edu/life/housing-and-dining/housing/

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

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 a home school transcript from an accredited program:

- Letter of recommendation from a third party other than a family member, such as a tutor, mentor, or clergy member.

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 the student's admission counselor is recommended.
- If available, results from any standardized testing including ACT, SAT or AP Exams will be considered.

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 earned fewer 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*. Dual and Joint-Enrollment credits are not included in the minimum credit requirement.

4.2.2.1. Deadlines

For all starting 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. A minimum cumulative grade-point average of 2.5 (on a 4.0 scale) in a minimum of 24 semester hours or 36 quarter hours of college credit is recommended. Exceptions can be made at the discretion of the vice president of enrollment management or the provost and vice president for academic affairs. 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 (Transfers)

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

- Official transcript(s) from each and every college or university attended.
- Application essay of at least 250 words, typed in English.

Applicants also have the opportunity to submit the optional items below. All submitted items will be considered holistically as a part of a student's application:

- Official ACT or SAT scores

o Oglethorpe considers the strongest score(s) from either test in the admission decision.
o 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.
o 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 composite score.
o 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.

- Personal video submission
  o Video submissions are to be 1-2 minutes and should address the qualities, characteristics, experiences, perspectives, or interests an applicant will bring to the Oglethorpe community.
- Letters of recommendation from an instructor or counselor 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 by the deadline indicated by the Office of Admission. Entering transfer students must submit an official final transcript from all colleges and universities attended. All transfer students must complete the online housing application or the housing exemption form as soon as possible after the housing application is released. For more details about campus residency requirements or to complete an online housing form, please visit https://oglethorpe.edu/life/housing-and-dining/housing/.

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

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)
- Georgia Military College (Milledgeville, GA)
- 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)
- Technical College System of Georgia (various locations around the state of Georgia).

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 within the TU program.

4.2.4.1. Deadlines

International applicants seeking freshman admission may choose to apply under the Early Bird

plan, the Early Action plan, 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.

All international students must apply by June 1 for the Fall semester, and December 1 for the Spring semester.

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, as applicable.
- Official foreign credit evaluation of all transcripts using any service listed at www.NACES.org.
    - Freshmen candidates: document by document analysis of high school equivalency
    - Transfer candidates: course by course evaluation of college or university equivalency Application essay of at least 250 words (typed, in English).
- A completed financial statement of support, and a document on bank letterhead that certifies available funds.

The materials above typically 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 their secondary school and, if applicable, from all colleges and universities attended. All international students must complete the online housing application or the housing exemption form as soon as possible after the housing application is released. For more details

about campus residency requirements or to complete an online housing form, please visit https://oglethorpe.edu/life/housing-and-dining/housing/

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 https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

4.2.5. English Proficiency

Due to Oglethorpe's rigorous academic curriculum, all international applicants must demonstrate English proficiency by submitting one of the following unless English is the official language of the country of citizenship, verifiable through CIA World Factbook (https://www.cia.gov/the-world-factbook):

If English is not the student's first language, spoken at home:

- Official scores from the TOEFL (Test of English as a Foreign Language).
  - Minimum score of 80 on the Internet-based test.
  - Minimum score of 550 on the paper-based test.
  - Oglethorpe's college code for the TOEFL is 5521.
- Official scores from the IELTS (International English Language Testing System) test.
  - Minimum score of 7.
- Official scores from Duolingo Language Exam.
  - Minimum score of 115.
- 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 2.5 with no grade below a "C" in two English composition courses.

If English is the first language or the language of instruction throughout high school:

- 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).

4.3. 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

The ADP application is available online at https://oglethorpe.edu/admission/apply/adp/.

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 22 years of age or older. Candidates should demonstrate an eligible academic record by one or more of the following measures:

- Minimum cumulative grade-point average of 2.0, 2.5 preferred (on a 4.0 scale) on the secondary school diploma.
- Minimum cumulative grade-point average of 2.0, 2.5 preferred (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.
  - 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, in English).

Supplemental materials (such as a letter of recommendation or interview) 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 https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

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 only eligible for financial assistance through the Georgia Dual Enrollment Program.

4.4.1.1. Dual Enrollment

The Georgia Dual Enrollment program 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 and required courseware and books are paid by the university. Additional fees, such as lab fees, may be the responsibility of the student. Students should refer to their billing statement for clarity.

A list of approved courses can be found at https://www.gafutures.org/my-gafutures/.

4.4.1.2. Deadlines

Priority will be given to students who complete their Oglethorpe application before registration for courses begins. Late applications may be considered on a space-available basis. More information is available at https://oglethorpe.edu/admission/apply/#non-degree.

4.4.1.3. Admission Consideration

Eligible candidates for joint enrollment have the social maturity to benefit from a collegiate experience and possess a minimum cumulative grade-point average of at least 3.4. 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. Dual Enrollment students can register for a maximum of 15 credit hours per semester, with a lifetime cap of 30 hours. Additional credit hours may be taken at the student's expense.

4.4.1.4. Application Requirements

The student must be enrolled in an accredited public/private high school or accredited home school program at the junior or senior level with a cumulative GPA of 3.4+ with proven rigor.

A completed application includes submission of the application form, payment of the application fee, an official secondary school transcript, and a letter of recommendation. Official ACT or SAT scores are optional. More information on the application process and required procedures is available at gafutures.org.

Unaccredited home school students must provide a portfolio recording all high school work completed, a second recommendation letter, and a personal interview with the Dual Enrollment Manager.

4.4.1.5. Enrollment Policies

Joint enrolled students are eligible for course registration once degree-seeking Oglethorpe students have had an opportunity to register. Availability of specific courses or specific class

schedules is not guaranteed.

It is responsibility of the student to complete a Georgia Futures Funding Application and ensure that they have received course and Dual Enrollment funding approval from their high school counselor prior to enrolling at OU. Students who fail to secure funding application approval from their high school will be required to pay joint enrollment costs out-of-pocket

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

4.4.2. Transient

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

4.4.2.1. 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.

4.4.2.2. Admission Consideration

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

4.4.2.3. Application Requirements

A completed application for transient admission includes the following:

- Submission of the online application form. More information is available at https://oglethorpe.edu/admission/apply/#non-degree.
- A Statement of Good Standing OR an official transcript from the student's home institution.
- Payment of the application fee.

4.4.2.4. Enrollment Policies

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

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

4.4.3. Special Status

Special status applicants are individuals who wish to take a limited number of post-baccalaureate classes at Oglethorpe for academic credit, or who are non-traditional students who desire to begin college

coursework prior to being admitted to a degree-seeking program.

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

4.4.3.1. 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.

4.4.3.2. Admission Consideration

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

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

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

4.4.3.3. Application Requirements

A completed application for special status admission includes the following:

- Submission of the special status application. More information is available at https://oglethorpe.edu/admission/apply/#non-degree.
- Payment of the application fee.
- Official transcripts from the institution(s) from which the student has graduated and/or most recently attended.

4.4.3.4. Enrollment Policies

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

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

4.4.4. Audit

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

4.4.4.1. 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.

4.4.4.2. Admission Consideration

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

4.4.4.3. Application Requirements

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

- Submission of the audit application. More information is available at https://oglethorpe.edu/admission/apply/#non-degree.
- Proof of most recent education experience in the form of a diploma, transcript, or statement of good standing is required.
- Payment of the application fee.

4.4.4.4. Enrollment Policies

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

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

4.4.5. Certificate Programs

Certificate applicants are individuals applying for admission into a non-degree seeking certificate program. Certificate students may enroll only in the courses required for certificate completion. Certificate students are not eligible for financial assistance.

4.4.5.1. Deadlines

For all start sessions, certificate 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

Candidates for certificate admission must meet the following criteria:

- High school diploma
- Good academic and social standing at the student's most recent institution.

4.4.5.3. Application Requirements

A completed application for certificate admission includes the following:

- Submission of the appropriate application form.
- Payment of the application fee.
- Official transcript(s) and/or Statements of Good Standing from previous institutions attended (high school or college).
- If the applicant has completed fewer than 24 college semester credit hours, both a college and high school transcript are required.

4.4.5.4. Enrollment Policies

All entering students must fulfill the requirements of our immunization policy (see Sec. 6.5.). Instructions are available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/.

Certificate credits can count toward a degree at Oglethorpe University. Students may change their

official status from certificate-only to degree-seeking after completing the certificate program but may begin the process sooner. Interested students should contact the Office of Admission for more information.

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, 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 to the undergraduate programs or as non-degree seeking students may appeal in writing to request reconsideration. Candidates should notify their counselor of their desire to appeal and submit the appeal form to the vice president for enrollment management. Additional evidence of academic success must be submitted with the letter of appeal including updated transcripts, new standardized test results, and additional letters of recommendation. 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 two academic years. Such a student might propose to: take a gap year for travel, work or service; attend to family or medical circumstances; or otherwise pursue enriching activities that do not include college or university enrollment.

Deferring candidates must notify the admission office in writing and complete all necessary deferral documentation by the first day of class in the semester from which they are deferring. A student may only defer twice within a two-year time frame – the initial deferral, and then an updated deferral if requested. After which, the student must reapply regardless of whether they have reached their two-year maximum. All students wishing to defer will be asked to place an enrollment deposit to hold the spot for their new start term, and refunds are at the discretion of the vice president for enrollment management.

Should a deferring candidate attempt any college or university coursework between the original offer of

admission and the desired start session or semester, the candidate must submit official transcripts from all colleges and universities attended. The admission committee then re-evaluates the application based on the most recent transcript(s) and issues a new admission decision. Students who earn significant college credit in the intervening period may no longer be eligible to begin at Oglethorpe as first year students and may be asked to reapply for consideration as transfer candidates.

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.

4.7. Master of Business Administration Applicants

For information regarding admission and policies of the Master of Business Administration (MBA) program, please see Sec. 8.6.

5. Financial and Financial Aid Information

The Financial Aid Office, Business Office, and Office of the Registrar are located in the lower level of Lupton Hall. This area is responsible for assessing tuition and fees, for processing payments, and for administering financial assistance to students.

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 available on the OU website.

A student may 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. Final payment due dates for past due balances are available on the OU website. Students on a payment plan or approved employer reimbursement plan are subject to the terms of their agreements.

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 students plead unawareness of the policy or assert that they were not informed of it by an advisor or other University authority or official. More detailed information can be found at the billing and payments webpage at https://oglethorpe.edu/about/offices-departments/office-of-the-controller/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 online: https://oglethorpe.edu/admission/financial-aid/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

Full-time TU students pay tuition which permits them 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.

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 or food outlet. 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 may be 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://oglethorpe.edu/admission/financial-aid/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. Student Experience 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 most 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 enrollment services is notified by the registrar of the student's anticipated graduation. The degree completion fee is due no less than three 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 arrangements 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 https://oglethorpe.edu/about/offices-departments/office-of-the-controller/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 (see Sec. 5.14.) to retain tuition exchange benefits.

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

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 need-based and merit awards from 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. Prospective, accepted and enrolling students should begin the financial aid application process by completing the Free Application for Federal Student Aid (FAFSA) online at https://studentaid.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.

Students awarded a full tuition merit-based scholarship must enroll in the term noted on their award notification letter. Deferral of acceptance for a full tuition scholarship will not be granted, although students may be eligible for other merit-based Oglethorpe scholarships.

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 the winter each year. Students must earn a competitive cumulative grade-point average in a rigorous 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 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. The J. Fred and Catherine B. Agel Leadership Scholarship

J. Fred and Catherine B. Agel Leadership 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 superior record of leadership in extracurricular activities, either in school or in the community. Applicants are selected during the annual Scholarship Weekend competition for rising first-time, full-time freshmen held on campus in the winter each year. Eligible candidates must earn a competitive cumulative grade-point average in a rigorous high school curriculum and complete an interview detailing their history of leadership. 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 of a J. Fred and Catherine B. Agel Leadership 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 the winter 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 Scholarships

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 the winter each year. Students must 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 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
- Oxford Scholarships
- Lanier Scholarships
- OU Grants

These scholarships range in value and are offered to entering students with superior academic ability. Merit scholarships are based on criteria such as high school grade-point average, SAT/ACT test scores (if submitted), and high school rigor. Oglethorpe will verify the final qualifying GPA by official transcripts during the summer before enrollment. Recipients of Oglethorpe's 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 admitted to 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 $2,500 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 music or their proxy. For application procedures and to schedule an audition, contact the office of admission.

5.6.8. Music Scholarships

Choral and Instrumental Scholarships (tuition remission awards) are awarded to selected students who meet the following criteria:

1. Present a short singing or playing audition for the director of music and the director of choral activities at the start of the Fall or Spring semester or at JEO Scholarship Weekends.
2. Register for at least a 1-credit section of applied music instruction.
3. Register and participate in at least one music ensemble (Oglethorpe singers, Oglethorpe symphony, Oglethorpe jazz ensemble).

Potential scholarships may be awarded based on “in-person” auditions at the following times:

1. During JEO Scholarship Weekend auditions;
2. During scheduled times on MAP Days;
3. During the week prior to the beginning of Fall or Spring Semesters; or
4. During the first five (5) days of the Fall or Spring semester.

Audio/video recordings may be submitted at any time and reviewed at the discretion of the director of music.

Music scholarship students are expected to demonstrate exemplary participation and leadership skills in ensembles and to demonstrate significant growth in applied instruction classes.

Applied instruction awards can be awarded at the discretion of the director of music in consultation with applied instructors to students who register only for applied music classes who a) have participated in an ensemble, b) might participate in a different semester, or c) have a class conflict that prevents them from participating in an ensemble.

Music scholarships can be removed at the discretion of the director of music should the above criteria not be met.

5.6.9. OU HOPE PLUS

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 supplement to the amount of the HOPE Scholarship awarded by the state of Georgia. If a student is determined to be HOPE-eligible, this supplement will be automatic. The supplement amount will be included in the scholarship award letter. This award is only offered at the time of a student's admission to Oglethorpe. This award has been previously called the OU Match for Georgia Hope.

5.6.10. OU HOPE Bridge

For students who enroll at Oglethorpe initially eligible but subsequently lose eligibility for the HOPE and/or Zell Miller Scholarships, Oglethorpe may consider replacing the student's OU HOPE PLUS Scholarship with an OU HOPE Bridge Scholarship for up to one academic year.

5.6.11. Out-of-State Challenge Grants

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 a supplemental award. 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.

5.6.12. 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 at least 3.8 (as calculated by Oglethorpe on the student's final transcript) or achieved an SAT Evidenced-Based Reading and Writing + Math score of at least 1400 or an ACT composite score of at least 30, 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, in good academic and conduct standing, and reside on campus (excluding Gables) to keep the award. These awards are merit-based grants directly from Oglethorpe and are only offered at the time of a student's admission to Oglethorpe. Changes in a student's GPA after we receive their final transcript may result in changes to Oglethorpe University merit scholarship amounts, including the Flagship 50 Program. A student's Flagship 50 award amount is calculated at the time of 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 https://studentaid.gov/ and forward the results to Oglethorpe electronically using school code 001586. Awards are determined annually based on FAFSA data.

Note: Students enrolled in a dual degree program or in transient studies 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 Scholarship: 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 Scholarship: 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 Endowed Scholarship: 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 Scholarship Fund: 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 Dr. Ronald Carlisle Memorial Scholarship Fund: Established through a gift from Ms. Rose-Gaelle Belinga ’07, the fund is in memory of Ron Carlisle, an inspirational professor who taught math and computer science at Oglethorpe University until his retirement in 2008. The scholarship is awarded to a female student with an interest in computer science or a computing-related field.
- 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 their 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 Foundation Scholars Fund: 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 Petrel Endowed Scholarship Fund: The fund was established in 2014 through the generosity of the Class of 1963 and the Class of 1964 on the occasion of their 50th 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 Endowed Memorial Scholarship Fund: 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.
- Scott T. Haight ’89 Endowed Scholarship Fund: The scholarship was established by Scott T. Haight, Oglethorpe class of 1989. Preference for the scholarship is given to a student who self-identifies as

LGBTQ and is involved in community and/or campus activities.

- The Monte J. Hahn Endowed Scholarship: The endowment fund was established to support a full-time student at Oglethorpe within the Fine Arts Department and/or Hammack School of Business.
- 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 Endowment: 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 their previous undergraduate years.
- The Francis R. Hammack Endowed Scholarship Fund: 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 their 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 their previous undergraduate years.
- The Betsy G. Hansen Scholarship Fund: Established in 2018 through the estate of longtime trustee Harald Hansen, H'08, in memory of his wife Betsy, the fund provides scholarships to women to study in the Civic Engagement program.
- The William Randolph Hearst Endowment 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 Scholarship Fund: 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 Scholarship Fund: 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 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 Scholarship Fund: 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 Scholarship Fund: 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 Scholarship Fund: Funding was established in 1999 by the Milton M. Ratner Foundation of West Bloomfield, Michigan.
- The E. Rivers and Una Rivers Endowed Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship: 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 Scholarship Fund: 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.
- Dr. Donald S. Stanton Scholarship Fund: This endowed scholarship was established in memory of Dr. Stanton, who served as president of Oglethorpe University from 1988-1999. The scholarship is awarded to a junior or senior student with a 3.0 GPA and financial need, with preference given to students active in campus leadership activities or student government.
- The Timothy P. Tassopoulos Endowed Scholarship: 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 Scholarship Fund: Funding was established by a gift from the J. M. Tull Foundation in 1984. Scholarships are awarded annually to superior students with leadership ability as well as financial need.
- The United Technologies Corporation Endowed Scholar: Funding was established by a grant from the United Technologies Corporation, Hartford, Connecticut. The fund provides scholarship support for able and deserving students who are majoring in science or pursuing a pre-engineering program. United Technologies Scholars must have at least a 3.2 grade-point average and leadership ability, as well as financial need.
- The Charles Longstreet Weltner Memorial Endowed Scholarship: 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.
- Terry White Scholarship Fund: This endowed scholarship was established in memory of Charles Terrance "Terry" White. It provides scholarship funding for a student in a Division 5 discipline who has demonstrated financial need and has completed his/her first year in good academic standing.
- The Vivian P. and Murray D. Wood Endowed Scholarship Fund: 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 Scholarship Fund: 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 Scholarship: 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.
- 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 are available to students attempting six (6) or more semester hours and who:

- Are 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. Details of the program, including scholarship amounts, are communicated annually by the Georgia Student Finance Commission. For more information, including eligibility criteria and award amounts, please visit HYPERLINK "http://www.gafutures.org/"www.gafutures.org or Oglethorpe's enrollment services area.

5.10.2. Zell Miller Scholarships

Zell Miller Scholarships are available to students attempting six (6) or more semester hours and who:

- 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. For more information, including eligibility criteria and award amounts, please visit www.gafutures.org.

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 paid from GTEG.

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 at 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 available at www.gafutures.org. 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 students to earn part of their 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 https://studentaid.gov/. Information regarding repayment terms, deferment and cancellation options are available at https://studentaid.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 https://studentaid.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 through June 30, 2026. As of July 1, 2026, a student may receive up to $20,000 annual from first-time PLUS Loan borrowers, with a cumulative PLUS Loan cap of $65,000 per student for undergraduate studies.

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 regular degree-seeking students and must have a high school diploma, GED certificate, or successful completion of a home school program. Transient, special status, and audit-only students 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 https://studentaid.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 University. 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, Federal Unsubsidized Stafford Loans, and Federal PLUS Loans). Completion of the FAFSA or the Georgia Student Finance Application (GSFAPP, available at via gafutures.org) are required to determine eligibility for state-funded programs such as the HOPE and Zell Miller Scholarships as well as the Georgia Tuition Equalization Grant.

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. Selective Service registration is also required for Georgia residents seeking state-funded aid such as the HOPE and Zell Miller Scholarships as well as the Georgia Tuition Equalization Grant.

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 their community, society or order is pursuing a course of study at Oglethorpe and who receives support and maintenance from their 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 https://studentaid.gov/.
- Students applying for the Georgia Tuition Equalization Grant, HOPE Scholarship, and Zell Miller Scholarship programs for the first time must submit either the current year's FAFSA or a GSFAPP from the Georgia Student Finance Commission Web site at www.gafutures.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 semester after the drop/add period, provided the student continues to remain enrolled and all necessary paperwork has been completed. Federal 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 Agel Leadership, James Edward Oglethorpe, Hammack, 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 in order to maintain Satisfactory Academic Progress.
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 Office of Financial Aid may be able to offer additional assistance if special circumstances exist. Special circumstances include situations that have a direct impact on a student or the student's family's ability to pay for the student's educational expenses. Students who have extenuating financial circumstances may request additional assistance by completing the "Request for Review/Special Circumstances" packet available from the Office of Financial Aid. 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 Director of Financial Aid, who will notify students of the outcome by Oglethorpe e-mail once the review process has been completed. To request a financial aid appeal based on Satisfactory Academic Progress (SAP), please see the SAP section, below.

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.

$$PPPPPPPP = \frac{CCCCCCCCCCPPCCCCCCPP\ nnCCCCnnPPnn\ oooo\ ssPPCCPPssCCPPnn\ hooCCnnss\ PPPPnnnnPPee}{CCCCCCCCCCPPCCCCCCPP\ nnCCCCnnPPnn\ oooo\ ssPPCCPPssCCPPnn\ hooCCnnssPPCCCCPPCCaaCCPPee}$$

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

$$PP = AA + TT - RR$$

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 through 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 office of student success 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 in the awarding 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, 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. 6.24.2. 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 traditional-length semester. 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 Student Success or Financial Aid 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 students decide 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 students must concurrently drop all their courses. The withdrawal must be official, meaning that the appropriate forms (completely filled out and endorsed by all required parties) must be received by enrollment management 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 member of the Student Success or Enrollment Management team 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, students remain registered for one or more courses, then students will receive an updated statement of account that will reflect the program (TU or ADP) in which they are 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 students (or their representative) file the official withdrawal from the University form (fully endorsed by all required parties). The Tuition Percentage Refund Schedule is as follows:

Academic Term	Tuition Percentage Not Eligible for Refund
Fall or Spring Full Session	10% for each week[5] or fraction thereof elapsed from the FDOC to the OWD
All Other Sessions	25% for each week[1] or fraction thereof elapsed from the FDOC to the OWD

[5] A Monday through Friday period is considered one complete week for purposes of this table

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 member of Financial Aid or Business Office prior to actually withdrawing from the University to make certain they understand the associated financial and financial aid implications.

Residential students who withdraw from the University 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 University receives the official form signed by all required parties. An arrangement with a professor or an advisor will not be recognized as an official change of any sort.
- Any student who has registered and decides not to attend must officially withdraw from the University. Simply not showing up, or ceasing to show up, is not the same as withdrawing from the University.
- Fees are only refundable for those who withdraw from the University prior to 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. 6.24.3. 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 students that they are to be non-academically withdrawn. If students appeal 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. 6.24.5. 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 students are notified of their expulsion, students receive no tuition or fee refunds for the semester in which they were 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 students receive official notification that they are 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 online. 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, 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. 10.11.

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 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, instructors may prohibit any use of hand-held or wireless technology that they deem 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 instructors plan to use sanctions for disruptions, they 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 management. 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

The Division of Student Affairs, in conjunction with the office of admission and the provost, schedules and coordinates MAP Days each summer. All new students who intend to enter during the ensuing fall semester are expected to attend one of these sessions. Prior to MAP Days, students will be encouraged 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. The office of student success will craft first semester schedules guided by placement test scores, as well as student major and academic interests identified through the completion of the online course preference form, and based on course availability.

Entering degree-seeking international students who are unable to attend any MAP Days session will receive support from Global Education and Student Success to ensure an effective transition to Oglethorpe.

For international exchange students, Global Education arranges advising and course registration.

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

6.3.1.2. Orientation and Welcome Week

All new Oglethorpe students must attend scheduled orientation and are strongly encouraged to attend welcome week activities. All students matriculating will pay an orientation fee, (see Sec. 5.1.3.), which helps pay for various activities and events held during orientation.

6.3.2. New TU Students Entering in the Spring

New TU students who enter in the spring semester participate in a required 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 appropriate advisors, is provided in advance of each of the University's accelerated sessions. Each entering student will meet with an advisor prior to the student's first session at Oglethorpe to formally evaluate transfer credits and to plan the student's schedule for the relevant session.

6.4. Placement Testing for Certain Disciplines

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

Prerequisites and co-requisites play a prominent role in the following discussion. These topics are discussed in more general terms in Sec. 6.11.

6.4.1. Mathematics Course Prerequisites and Mathematics Placement Testing

Five mathematics courses have no prerequisites: MAT 111 Statistics, and MAT 121 Applied Calculus, MAT 125 Precalculus, MAT-195 Mathematical Thinking, and MAT 197 Modelling Contest Workshop. Also, the mathematics Core class, COR 314 Mathematics and Human Nature, has no prerequisites. Thus, any of these six 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 couple of these are:

Course	Prerequisite (Earning a grade of C- or better)
MAT 131 Calculus I	MAT 125 Precalculus
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 specific Advanced Placement (AP) or International Baccalaureate (IB) tests (see Sec. 6.8.1. for additional details).

Another option is the student's standardized test results (SAT-M or ACT-M). While Oglethorpe does not currently require students to take the ACT/SAT, it can be helpful in this case. College Board and ACT Inc provide data that students meeting a certain level on the mathematics part of their (SAT or ACT) exam can be placed as follows:

- An ACT-M score of 28 or SAT-M score of 700 gives the student non-credit equivalency (NCE) in MAT 125 Precalculus, enabling them to register for any introductory science course or Calculus I.

The final option for satisfying some of these prerequisites is taking the Math Placement Exam online. This exam is currently available online; students should contact Admission or Student Success for access.

A student may be placed into MAT 131 if they obtain a 3 on the AP Calculus AB examination. This does not provide the student with any credit (just like the math placement exam explained above).

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: STM 101 Modeling and Problem Solving in STEM or MAT 125 Precalculus Co-requisite: BIO 111 Biostatistics
BIO 111 Biostatistics	Prerequisite: STM 101 Modeling and Problem Solving in STEM or MAT 125 Precalculus Co-requisite: BIO 110 Biological Inquiry

CHM 101 General Chemistry I	Co-requisite: STM 101 Modeling and Problem Solving in STEM or MAT 125 Precalculus
CHM 102 General Chemistry II	Prerequisites: STM 101 Modeling and Problem Solving in STEM or MAT 125 Precalculus and CHM 101 General Chemistry I
PHY 101 General Physics I	Prerequisite: STM 101 Modeling and Problem Solving in STEM or MAT-125 Precalculus
PHY 102 General Physics II	Prerequisites: STM 101 Modeling and Problem Solving in STEM or MAT 125 Precalculus and PHY 101 General Physics I
PHY 201 College Physics I	Prerequisite: MAT 125 Precalculus 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.

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 student 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. Immunizations

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, ADP, or MBA; and regardless of whether the student is a freshman, a transfer, a transient, a graduate, 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 B, prior to registering for and attending any classes. The appropriate form is available online at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/. Georgia law requires that students residing in campus housing be provided information on meningococcal disease and vaccination. Further information is available at https://oglethorpe.edu/life/support/wellness/health-services/immunization-and-insurance-requirements/ or from the office of campus life or the office of residence life.

Oglethorpe also recommends that all students be vaccinated against COVID-19 and remain up to date on COVID vaccinations as defined by the Centers for Disease Control and Prevention.

Students may apply for medical or religious accommodations related to this policy.

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 form, which is available online.

6.7. Advising

Oglethorpe University is committed to providing quality advising through the office of student success. 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 student success advisors are more likely to meet their goals and achieve collegiate success. Students should maintain regular contact with their advisors and are expected to work with them 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. Student success advisors are expected to collaborate with faculty and develop the expertise to successfully communicate with students in a genuine, 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 student success advisor according to their major. Each advisor will work closely with their students to assist in a smooth transition to Oglethorpe. Advisors will assist students with registering for classes and will monitor their academic progress, help identify learning opportunities, and connect students with the proper resources to allow for a successful journey at Oglethorpe.

Students who declare multiple majors may be assigned multiple advisors, one in each of the student's

intended field of study. For example, a student who chooses to double major may receive two major advisors, one in each disciplinary home. Students with more than one advisor should meet with and receive approval from each of their advisors before registering for courses each semester.

Advisor information is listed on a student's record in multiple places in OASIS and in Navigate.

6.7.1.1. Changing Academic Advisor(s)

Students may request to change their student success 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 the appropriate form online requesting a change to a specific new academic advisor. The Registrar's Office will change the assignment, and the new advisor information will display in OASIS and in Navigate.
2. When a student changes majors, they will be assigned a new advisor by student success and sent notification to their OU email account about the new advisor assignment. The registrar's office or student success will change the assignment, and the new advisor information will display in OASIS and Navigate.

6.7.2. Advising for ADP Students

All ADP students will be assigned an academic advisor from the student success staff according to their 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 all declared academic programs (major, minor, concentration, certificate) according to the program 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 who achieve certain levels of proficiency in the Advanced Placement (AP) exams, the College Level Examination Program (CLEP), and the 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 the registrar's office for more information.

6.8.1.1. College Level Examination Program (CLEP)

CLEP examinations normally are taken before the student matriculates at Oglethorpe. Only under special circumstances will credit be awarded for an examination taken after students complete their first semester at Oglethorpe University. 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's office should be contacted concerning which subject examinations may lead to credit at Oglethorpe. 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

Exam Name	OU Credit Hours	Course Equivalents
Arts		
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
English		
English Language and Composition	4	Elective credit
English Literature and Composition	4	Elective credit

History and Social Sciences		
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
Mathematics and Computer Science		
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
Precalculus	4	MAT 125 Precalculus
Statistics	4	MAT 111 Statistics
Sciences		
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
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
World Languages and Cultures		
Chinese Language and Culture	4	CHI 101 Elementary Chinese I
French Language and Culture	4	FRE 101 Elementary French I*

Exam Name	OU Credit Hours	Course Equivalents
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*
*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.		

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) programme, 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:

IB Exam	IB Score Requirement	OU Credit Hours	Course Equivalents
Studies in Language and Literature			
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.			
Individuals and Societies			
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
Sciences			
Biology	5+	5	GEN 102 Natural Science: Biological Science
Chemistry	5+	5	CHM 101 General Chemistry I CHM 101L General Chemistry I Lab
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
Mathematics			
Mathematics	5+	4	Elective credit
The Arts			
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, minor, concentration, certificate or other specifically declared academic program.

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 (see www.NACES.org for a list) provide an official credit evaluation of the foreign transcript to Oglethorpe University.
- Course work completed as a part of a study away at an international university through an international partnership (bi-lateral exchange or international agreement) will be reviewed when a fully signed course approval form is submitted to Global Education prior to completion of the study away.
- 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 registrar's 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. 10.6.). 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 does not to 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.

The application process for OU students wishing to take courses through ARCHE is outlined here: https://oglethorpe.edu/academics/academic-resources/registration/arche/. Students should consult with student success 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:

- A completed transient student application must be submitted to the registrar's office. 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 office of student success. Students with questions about registration procedures should contact their student success advisor.

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 via online forms or can be facilitated in-person at the office of student success.

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 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 available in OASIS 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 the registrar's office or student success. 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 students decide to alter their schedule from that which was agreed upon, the students 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 students are encumbered by the admissions office, business office, student affairs, campus safety, financial aid, library, provost's office, or registrar's office, they will be unable to process registration until the hold is cleared by the appropriate office. Students can see active holds on their account under the "student restrictions" link in their OASIS account. Registration cannot occur until students resolve any holds on their account and are cleared to register by the advisor.

6.9.3. The Registration Process

Students should register online via their OASIS account. If students receive error messages while attempting to register online, this would indicate they are attempting to register for a course in which they have not met the approved prerequisites, co-requisites, or other course and/or section specific restrictions. The error message provided in OASIS will indicate the reason the student is not eligible for the course in question. For registrations that need manual intervention, online forms are available to facilitate these registration requests, or students can come in-person to the office of student success for guidance on how to proceed. 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 and 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 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. 10.6. 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, only 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 online and more

information about the program can be found on the ARCHE website at http://www.atlantahighered.org/. Interested students should consult the registrar's office or their advisor 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 their parent/guardian's insurance policy;
- 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 is available online. 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 students were present in class during certain weeks of class for each session. If students are reported during this period as having never attended any of their courses for a session, the University will administratively withdraw the students. If one or more instructors indicate students who never attended their course, but at least one instructor does indicate attendance, the students will be assigned a grade of "NS" (No Show) in the courses they were 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

Oglethorpe University enrolls students without regard to their immigration status. The University is authorized by the Department of Homeland Security to issue the form I-20 to admitted students to apply for an F-1 student visa and enroll full-time in a prescribed course of study. Students studying at Oglethorpe University on a temporary visa are expected to consult with an international student advisor/ Designated School Official (DSO) regularly to seek guidance and ensure compliance with the conditions of the visa. International students with F-1 student visa status are required to complete a full-time course load of courses, currently defined as 12 hours, each fall and spring semester. To meet Full FT enrollment requirements, F-1 students may only enroll in 1 fully on-line administered course (max 4 hours) toward the 12-hour minimum credits. Additionally, F-1 student visa status international students enrolling for the first time in summer school must carry 6 semester hours to be considered full-time for immigration purposes. An international student holding an F-1 student visa is in violation of the conditions of the visa if enrolled in less than a full-time course of study. Changes to full-time registration should not be made without prior consultation with the DSO/International Student Advisor. Students who fail to comply with the conditions of their visa face consequences outlined in immigration regulations, which can be avoided when the student, academic advising, faculty, and the international student advisor engage in regular communication.

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 responsibility of students to make certain they 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 submit the appropriate request using the online form. 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 https://oglethorpe.edu/admission/financial-aid/tuition-fees/. Audited courses cannot be used to satisfy any program, degree or graduation requirements.

6.13. Alternative Grading Options

6.13.1. Credit/No Credit Option

Students may register to take a lifetime maximum of three courses on a credit (CR)/no-credit (NC) 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 student must be in academic good standing (see Sec. 6.22.1). Students on academic warning and probation may only exercise this option through an appeal to the Provost's office. Students who have ever been dismissed for academic reasons may not exercise this option. Students may not use the Credit/No-credit option in a course in which they have been found responsible for an act of academic dishonesty.

Credit ("CR") is defined as a grade of "D" or better and No Credit ("NC") is defined as a grade of less than "D". Neither CR nor NC will have an impact on the student's GPA. A CR grade will grant credit for the course while the NC grade does not.

A student may request that the CR designation be changed to the letter grade reported by the instructor through a form provided by the registrar's office that requires consultation with the relevant program coordinator, the student's advisor, and other relevant staff. This will only be done if the course (with the letter grade) is a course necessary in that major, minor, or other program, either as a program requirement or as a pre-requisite for a course in that program. Even if a CR course is converted back to a letter grade, it still counts as one of the student's uses of the CR/NC option. If the exact letter grade cannot be determined, then the converted CR goes back to the lowest possible value, a D.

One-Time Late Credit/No-Credit Option

On one occasion during the time at Oglethorpe, undergraduate students may elect to switch their grading option to Credit/No-credit after the deadline to switch to Credit/No-credit has passed. This switch must be completed prior to the date of the final day of instruction for the course. All standards for Credit/No-credit policy (6.13.1) apply with the one-time late use of Credit/No-credit.

6.13.2. Satisfactory/Unsatisfactory Option

Some courses are designated in their course description to be graded as Satisfactory (S) or Unsatisfactory (U) for all students taking that course. 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. Special Topics courses may be designated as S/U at the instructor's discretion.

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.
- The highest earned 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 and not included in this policy are: Special Topics courses, Independent Studies, Directed Studies, and internships.
- Only the course grade from the first attempt will be considered when calculating a student's GPA for any academic award.

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

<u>For TU Students</u>

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 enrollment services, and is available online. 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 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.

<u>For ADP Students</u>

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 students register for courses for a given session, they can modify their 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 online.

A course which is "dropped" is removed from the student's schedule. The deletion is permanent. The student's permanent academic 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 academic 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 to amend their course schedule. Students who have not been cleared for online registration (including all students who are entering Oglethorpe for the first time) should submit the appropriate online registration form. The form must be submitted 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 students (in consultation with their 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 final examination days. The "withdrawal period" of the session in question is defined to run until the listed last day to receive automatic "W" grades on course withdrawals as listed on the academic calendar.

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 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 and the office of financial aid 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 submit the appropriate online form 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 followed the proper course withdrawal process listed above 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 requests submitted 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 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 registrar's office 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 Full Semester Sessions

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

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 registrar's office and is available online.

The three hours allotted for the final exam in every course counts toward the class meeting time. Therefore, if instructors opt to not give a final exam, the instructors may still meet with their 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 students feel that they have an intolerable or unfair final exam schedule (such as might happen when students have three or more final exams scheduled on a given day), they may appeal to their instructors in the hopes that one of them would be willing to make special accommodations which would allow students 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 Full Semester Format

The final exam (if there is to be one) is administered on the last day of class. Most other procedures and regulations delineated in Sec. 6.18.1. continue to apply to courses offered in sessions other than the full semester 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 submitting the appropriate form, which is available online. If students change their major, the students typically also should change their advisor; see Sec. 6.7.1.1. Students can verify their current declared major in OASIS or in Navigate.

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 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. Students can verify their current declared minor and/or concentration in OASIS or in Navigate.

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 they apply for graduation) which degree they wish 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. 6.24.6.) 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, appropriate program coordinator, and the registrar. For example, if the student has been gone more than five years, the advisor, program coordinator, 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, program coordinator, 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. 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 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 then, at time of application for degree with the registrar, the students will indicate which degree they 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 students would like to have an updated diploma reflecting the new degree type, then they 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 performance of Satisfactory or Unsatisfactory ("S" or "U") at a minimum. Those faculty that want to assign standard letter grades (A through F) at mid-term may do so. 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 grade change.

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 formal grade change, then the chair of the division in which the relevant course is housed will be responsible for acting in the faculty member's stead. If the faculty member who is unable or unwilling to assign or change a grade is a division chair, then the provost will act in the chair's stead in all matters related to grading.

The letter grades used at Oglethorpe are defined as follows:

Grade	Meaning	Quality Points	Numerical Equivalent
A	Superior	4.0	93 – 100
A-		3.7	90 – 92
B+		3.3	87 – 89
B	Good	3.0	83 – 86
B-		2.7	80 – 82
C+		2.3	77 – 79
C	Satisfactory	2.0	73 – 76
C-		1.7	70 – 72
D+		1.3	67 – 69
D	Minimal Passing	1.0	60 – 66

F	Failure	0.0	0 – 59
FA	Failure due to excessive absences*	0.0	
W	Withdrew**	0.0	
WF	Withdrew Failing*	0.0	
I	Incomplete***	0.0	
NS	No-Show**	0.0	
S	Satisfactory****	0.0	70 – 100
U	Unsatisfactory*	0.0	
CR	Credit****	0.0	60 - 100
NC	No Credit**	0.0	0 - 59
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 agree that the "I" grade is appropriate, and a proper incomplete application is submitted. In general, incompletes are appropriate when the student has completed enough work to successfully pass the class and needs additional time to finish final outstanding assignments. Students generally initiate the process by submitting the online form requesting the incomplete, which has to be started before the grading deadline for the course in question. The form is then routed to the instructor of record to review. If the faculty member approves that an "I" is appropriate, the faculty member will be required to specify the expected remaining work that must be completed and indicate what grade the student has earned in the class if no further work is ever submitted. Finally, the instructor will 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 registrar's office will notify the student when the instructor has agreed to the "I" grade and will send the student all the details outlined above that were provided by the instructor.

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 the formal grade change form available online.

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 the 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" (Withdrew) 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 students feel that they have a valid reason to appeal a final course grade, and if informal negotiations with the instructor have not yielded relief, then students 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: Students wishing to appeal a grade will consult (either in person or via e-mail) to determine whether an error has been made or if the instructor wishes to reconsider the grade.

Step 2: The student will fill out the appeals form.

Step 3: The associate provost forwards the appeal materials to the instructor to consider the formal appeal.

Step 4: The student can choose to continue the appeal if dissatisfied with the response from the instructor.

Appeal goes to the Division Chair.

The Division Chair meets with the student and acts as a mediator to attempt to resolve any disagreements. Chair consults with the instructor about the grading process. Both instructor and student can be present together at the meeting only if both parties agree. Only the course

instructor has the authority to change the grade at this point. Should the instructor be the chair of the division, a tenured member of the division will be selected by the Associate Provost to serve as mediator.

Step 5: If student is still dissatisfied after mediation with the Division Chair, the appeal moves to the Academic Appeals Committee.

The Associate Provost gathers all appropriate documentation pertinent to the appeal and provides it to the Academic Appeals Committee. The committee will seek input from the faculty member involved.

The Academic Appeals Committee will dismiss the appeal if they determine that the appeal does not fit the criteria listed above. The decision cannot be appealed further.

If the Academic Appeals Committee finds the grade appeal to be meritorious, they will forward a recommended resolution to the Provost's office.

The Provost's office reviews the recommendation made by the Academic Appeals Committee and makes additional inquiries, if necessary, before reaching a decision to override, or not, the original grade assigned by the instructor. After such review, the decision of the Provost's office is final and cannot be appealed further.

This appeal must be made prior to the end of the semester following the conclusion of the course. Grade appeals for fall semester grades must be submitted by the end of the subsequent semester, while spring and summer grade appeals must be submitted by the end of the subsequent fall semester.

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. Academic standing is determined for all students at the conclusion of a semester (fall or spring) in which they had final grades on their official academic record.

Academic Good Standing - Maintaining good academic standing is critical to success. Students who are not in Good Standing are required to meet with their Office of Student Success professional Advisor for Academic Advising. To be in good academic standing, a student at Oglethorpe University is required to maintain an acceptable cumulative grade point average (GPA). The minimum acceptable cumulative standard GPA is 2.0 for all students.

6.22.1. Academic Good Standing (TU and ADP)

To be in academic good standing students (TU or ADP) must achieve the cumulative grade-point average specified below:

Cumulative GPA Required	Semester Hours Completed (TU and ADP)
2.00	0 – 35
2.00	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.
Academic Good Standing (Graduate)To be in academic good standing, a graduate student must maintain an academic GPA of 3.0 or better. A cumulative 3.0 GPA is required to successfully complete a graduate degree. All graduate courses require a grade of "C" or better for successful completion.

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

Academic Warning – The minimum acceptable cumulative standard GPA for a student at Oglethorpe University is 2.0. If a student's cumulative GPA falls below 2.0 during any semester, they will be placed on academic warning for the next semester. If the student's semester GPA is at least 2.0, the student will remain on academic warning until the student's cumulative GPA is 2.0 or higher.

The status of academic warning will be changed to good academic standing when students have achieved the minimum acceptable cumulative GPA.

- The student does not earn the required term (semester) GPA of 2.0 and also does not attain academic good standing. The student is placed on academic probation.

6.22.2.2. Academic Probation

Academic Probation - If a student who is currently on academic warning has a semester GPA which is less than 2.0, the student will be placed on academic probation for the following semester. Students on academic probation may continue on probation if they show academic progress by achieving at least a 2.0 GPA each semester, until the cumulative GPA reaches the minimum acceptable standard.

First-Semester Academic Probation
If a student who is currently in their first semester at Oglethorpe earns a semester GPA which is less than 2.0, the student will automatically be placed on academic probation for the following semester.

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 suspension for academic reasons. The student is required to achieve either academic good standing or a term (semester) GPA of 2.0 or higher at the conclusion of the regular semester on academic probation. Students on probation should consult with a student success advisor to develop a plan and identify resources to assist them in returning to good standing.

Students who are on academic probation may not be assigned the grade of "I" (Incomplete) in any course.

After one regular semester on academic probation the following things may occur:

- The student achieves academic good standing. The student is no longer on academic probation.
- The student achieves the required term (semester) GPA of 2.2 or higher, but their cumulative GPA is still such that they are 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 senior director of student success, will decide whether or not to suspend the student for academic reasons. If suspended, the student may appeal the suspension directly to the provost within five business days of receiving notice of dismissal. The student should cite compelling reasons (including any relevant information regarding extenuating circumstances which can be attested to by reliable and objective third parties) why they should have one more chance to succeed academically at Oglethorpe. The provost will consult with other relevant parties, including the associate provost and the senior director of student success. If the provost finds there may be compelling reasons, they can continue the student on academic probation. 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 suspended.

6.22.2.3. Academic Suspension

Academic Suspension - If a student who is currently on academic probation has a semester GPA that is less than 2.0, the student will be placed on academic suspension for the following semester (exclusive of the summer term). Students on academic suspension are academically eligible to register after serving the suspension (exclusive of summer term). Students who are academically suspended and have experienced extenuating circumstances can appeal to the Office of Provost and Vice President for Academic Affairs (or his/her designee) within a designated period to continue their enrollment the following full semester.

A successful appeal must demonstrate that the student experienced extenuating circumstances that significantly and negatively impacted their academic performance the past term, and that those issues will no longer prevent a student's academic success in the next semester. When appealing an Academic Suspension, students must include answers to the following questions:
• What extenuating circumstance(s) occurred and how did this affect your academic performance?
• What steps have you taken, or will you take, to be successful in the following semester?
Students who return from suspension or successfully appealed to remain on campus in lieu of suspension must earn a semester GPA of 2.0 in the next academic term. Failure to do so will result in an Academic Dismissal (see below).

6.22.2.4 Academic Dismissal

Academic Dismissal - Students who are readmitted after academic suspension must maintain at least a semester GPA of 2.0 each semester enrolled in order to be eligible to register for the next semester. Students who return from academic suspension, but do not maintain a semester GPA of 2.0 will be placed on academic dismissal for three semesters (exclusive of the

summer term). Students who are academically dismissed must petition the Office of Provost and Vice President for Academic Affairs (or his/her designee) to apply for readmission within twenty (20) business days from the official last day of the semester for which the student was dismissed. In the letter of petition, students should state the justification they believe will show academic improvement if they are allowed to be readmitted. (Note the current policy of – Students must sit out 3 consecutive semesters (summer terms are non-academic terms and does not count towards the terms).

Students who are on probation or who are returning from academic suspension or dismissal are required to meet with the Senior Director of Student Success for advisement, registration, and assistance with a plan for improving their academic performance. These students may be required to take a reduced course load. The decision of the Provost and Vice President of Academic Affairs is final and not subject to further consideration. Students who have been academically suspended or dismissed may be denied financial aid. Students who are permitted to register after serving a suspension or dismissal are responsible for re-establishing their eligibility for financial aid.

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. Additionally, an abridged listing of the most frequently referenced Division III bylaws is housed at http://gopetrels.com/. 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. Students are eligible to practice if they are 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. Students are eligible to practice during the official vacation period immediately before initial enrollment, provided the students:
    a. Have been accepted by the school for enrollment in a regular, full-time program of studies at the time of their initial participation; and
    b. Are no longer enrolled at their previous school; and
    c. Are eligible under all school and NCAA requirements. [NCAA Bylaw 14.1.8.1.6.1]
3. Students are eligible to practice while enrolled in less than a minimum full-time program of studies if they enrolled in the final semester or quarter of a baccalaureate program and if the student's school certifies that the students are carrying (for credit) the courses necessary to complete their degree requirements. [NCAA Bylaw 14.1.8.1.6.3]

6.22.3.2 Eligibility to Compete

1. Students are eligible to compete if the students:
    a. Have been admitted as a regularly enrolled, degree-seeking student according to the published entrance requirements of their school; and
    b. Are in academic good standing according to the standards of their school; and
    c. Are enrolled:
        i. In a full-time program of studies leading to baccalaureate or the equivalent (not less than 12 semester or quarter hours) and maintain satisfactory progress toward that degree; or

ii. In a full-time graduate or professional degree program (as defined by the school for all graduate students) or are enrolled and seeking a second baccalaureate degree at their 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, students are eligible to compete only if:
    a. They are enrolled in the last semester of their baccalaureate or graduate degree program; and
    b. They are carrying credits necessary to finish their 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 initial participation, students are no longer enrolled at their previous educational institution; and
    c. The student is eligible under all institutional and NCAA requirements. [NCAA Bylaw 14.1.8.1.6.1]
4. Returning students are eligible to compete between semesters, provided:
    a. The students haves been registered for the required minimum full-time load at the conclusion of the semester immediately before the date of competition; or
    b. The students are either continuing enrollment or beginning enrollment, provided they have 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.

6.22.4 Academic Requirements for Dual Enrollment Students

Like all students at Oglethorpe, students attending through the dual enrollment program must follow the University's policies and procedures in order to continue to participate in the program. Regarding expectations around academic performance expectations of dual enrollment students, it should be noted:

Dual enrollment students must remain in financial good standing as defined in Sec. 5. 15 and conduct good standing as defined in Sec. 12.5. Failure to do so will result in dismissal from the dual enrollment program.

Dual enrollment students must maintain a minimum cumulative GPA of 2.5 at Oglethorpe. Students who earn less than a 2.0 cumulative GPA will be dismissed from the program. Students who earn a GPA between 2.0 and 2.49 have one semester to raise their overall GPA to meet the minimum 2.5 requirement. Failure to do so will result in the dual enrollment manager recommending the student return to high school level courses. Each case will be reviewed individually and the student's high school counselor will be consulted.

Students who fail a dual enrollment course required for high school graduation will not be eligible to repeat that course at Oglethorpe.

6.23. Hardship Withdrawal

In rare circumstances the provost, in consultation with the vice president for student affairs, can grant a hardship withdrawal to a student. If granted, the student will receive the grade of "W" (Withdrew) 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

Students who require some time away in order to be successful but who plan to complete their degrees may request a leave of absence, which creates a pause in the educational program but maintains a student's enrollment at the University. Readmission is not required when a student takes an approved leave of absence.

A student who intends to leave the university for a time period longer than allowed by a leave of absence, or to leave permanently, will withdraw from the University. Students who do not make satisfactory academic progress and are academically dismissed, or students who do not register for the number of semesters consecutively required by their degree program and do not respond to University outreach, will be moved to a withdrawn status. Students who wish to return to the University after withdrawal will be required to reapply to the University.

In some cases, a student may be required to withdraw for serious violations of university policy. In such circumstances, a student is generally not eligible to reapply to the University. Please see Sec. 6.22.2.3., and Sec. 6.24.1. through Sec. 6.24.6. for more information.

6.24.1. Leave of Absence

Oglethorpe University expects students to plan for timely completion of a degree, typically eight semesters over four years. However, at times it may be necessary for students to take a break from their studies in order to graduate successfully, either before or after the beginning of the semester. If a student needs time away, Oglethorpe University offers support through the leave of absence process.

A leave of absence provides students a way to pause their course of study for one or more semesters. A student may take more than one leave if needed, but the total number of semesters of leave may not be greater than eight semesters (two years). Students whose leave is greater than eight cumulative semesters will be withdrawn and may reapply.

Students on leave remain admitted students but are not registered for classes. They remain a part of the Oglethorpe University community, with the following parameters:

- Students on leave may not participate in activities or utilize resources, including campus facilities, intended for registered students.
- Students on leave may not complete any course work to fulfill major or graduation requirements.
- Students on leave are expected to complete courses for which they received an incomplete by the time the leave begins. Incompletes may not be completed while the student is on leave.
- New students are not eligible for a leave of absence before their first semester and should work with Admissions to determine appropriate next steps if they do not wish to enroll as scheduled.

If a student plans to submit a request for leave before the start of the semester, such request must be

submitted it no later than 30 days before the start of the semester, unless the student experiences an emergency or other circumstance that prevents them from meeting this deadline.

When a student takes a leave of absence after the start of the semester, they will receive a W for all courses in which they were enrolled as of the end of the add/drop period. Leaves of absence are not recorded on student transcripts. A student must request a leave of absence for a semester in progress by 5 p.m. on the last day of classes. Once finals begin, a leave of absence is not available.

Students may not receive a W for only some classes after the W deadline has passed in the semester unless there is a specific reason that would make a W an approved accommodation. Students should consult with Accessibility Services to request such an accommodation and for further information about the process and required documentation.

To request a leave of absence, students must make an appointment with their Student Success advisor and other relevant staff, as applicable:

- When students request a leave of absence, they will meet with their Student Success advisor to create a revised plan to complete all degree requirements in a timely fashion.
- Before requesting a leave of absence, students are strongly encouraged to consult with Financial Aid to determine what, if any, impact a leave might have on eligibility and repayment.
- Visa holders should consult with Global Education to determine whether a leave is appropriate and what additional steps may be required.

Students may request a leave of one or two consecutive semesters at a time by completing the appropriate form with their Student Success advisor. Students may request an additional two semesters of leave (two years total) by completing the appropriate form. Longer leaves are only available in extraordinary circumstances, including military service.

Students who request a leave after the start of classes will receive refunds in accordance with University policy. Students should review the refund policy with their Student Success advisor.

Returning from Leave of Absence

Students are encouraged to contact their Student Success advisor as soon as possible in the semester before planning to return in order to ensure registration in a timely fashion. A student and their advisor will collaborate to create a plan for a successful return, including the identification of helpful campus resources and a plan for check-ins to ensure things are going well. Advisors will also help identify any other important deadlines, such as housing selection if the student plans to live on campus.

Students in good academic standing at the time of a voluntary leave will register for the next semester through the same process as registered students as long as their request is received at least 30 days prior to the start of the registration period. If a student requests to return after that date, their Student Success advisor will assist in late registration, which may impact access to some courses.

6.24.2. 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 are encouraged to discuss their situation 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 students still wish to withdraw from the University, they should complete an official withdrawal form, available online. Residential students are expected to 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.

Students may withdraw before or during the semester. After the semester has started, students may withdraw until the last day of classes. In cases where the student is unable to withdraw on their own 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.

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 receive the grade of "W" (withdrew) in all such courses.
- The university may make a notation on the student's transcript if they withdraw from the university with a pending conduct process.
- 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).

If a student has received notification of a potential violation of a university policy and withdraws before the resolution process (such as a conduct adjudication) is complete, the incomplete process will be noted in their student record. In some cases, the University may complete the process without the student's participation and record the outcome in the student's record.

A student who withdraws from the University is not permitted to return to Oglethorpe anymore that semester. The student may reapply for admission 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. 6.24.6.

6.24.3. Involuntary Withdrawal

In the judgment of the vice president for student affairs, a student may be involuntarily withdrawn from

the University when it is determined that the student has demonstrated behavior that:

- Poses an imminent threat to campus safety, 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.

Any student subject to involuntary withdrawal will receive written notice of the concern, and the opportunity to present information relevant to the concern to the vice president of student affairs. A student may further appeal the vice president of student affairs' decision to a designated member of the Senior Administrative Leadership Team. The notice of concern will include the effective date of withdrawal and instructions for appeal.

The transcript of students who are subject to involuntary 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 receive the grade of "W" (withdrew) in all such courses.

A student who is the subject of an involuntary withdrawal will receive written information about options to return to the University once the behavioral concerns have been resolved. in general, the student must re-apply to the University in order to return; please see the policy on readmission in Sec. 6.24.6.

Students are responsible for the financial and financial aid implications of being subjected to an involuntary withdrawal from the University, as detailed in part in Sec. 5.17.

6.24.4. 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.

6.24.5. Suspension and Expulsion

Students can be suspended or expelled for particularly egregious violations of the honor code (see Sec. 11) 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*).

A suspension or an expulsion is a retroactive action. If a student is expelled, that suspension or expulsion is retroactive to the start of the semester during which the precipitating event occurred, unless the conduct process specifies a process for the student to complete classes in progress. The student is not permitted to finish the current semester and will be removed from campus when the expulsion is enforced. They will remain absent from campus for the duration of the expulsion period. Suspensions are typically for one semester or more. Expulsions are permanent separations from the University.

A student who is suspended or 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 suspension or expulsion. Students are responsible for the financial and financial aid consequences of being subjected to expulsion, as detailed in part in in Sec. 5.19.

6.24.6. 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 may be permitted to finish the semester, but is then forbidden from registering for any more classes that semester, 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. 6.24.2.); or
- Is subjected to an involuntary withdrawal (see Sec. 6.24.3.); 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 vice president for student affairs 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 to enroll.

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 access 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 online. 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.

Oglethorpe holds do not prevent the release of a transcript due to outstanding financial balances for students who received Title IV funding towards course credit at Oglethorpe.

6.26. Degree Application

By the half-way point of the semester prior to anticipated degree completion, students should submit the degree application, available through their OASIS account. 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.

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 but is missing 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 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 students are transferring in any work which might be relevant to the new major/degree, then they 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 students received their 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 or any other officially declared academic program (minor, concentration, certificate).
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 all new declared academic programs (major, minor, concentration, certificate) 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.
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 using one of the services listed at www.NACES.org. All inquiries should be addressed to the Office of the Provost, Oglethorpe University, 4484 Peachtree Rd. NE, Atlanta, GA 30319 U.S.A.

6.30. Remote and Hybrid Course Section Policy

Face-to-face teaching is a core part of Oglethorpe University's identity, a modality in which our faculty excel, and what many of our students prefer. It is assumed that most Oglethorpe courses will be taught face to face. However, there are instances when hybrid or online classes make sense. Here we lay out the procedure for approval of course sections taught remote or in a hybrid of face-to-face and remote (hybrid) fashion. Note that, unlike many other applications, this application is by section, not by course.

Note that this section uses definitions from 1.4.2 Academic Credit and 1.4.23 Modality Definitions extensively.

6.30.1. Application to Create a Remote or Hybrid Section of a Course

The Academic Program Committee (APC) shall design and maintain a form for approving remote and hybrid sections of courses. If the section is of a course that is already a faculty-approved in-person course, only this form needs to be completed and approved. If the section is of a course that is entirely new, applicants should include their answers to this form for their section of the class as part of their application for APC approval of the course.

When submitted, a copy of the form shall be sent to the Provost, relevant Program Coordinator, relevant Division Chair, and the chair of APC. This application must be submitted deadlines set by APC as part of the form. The Provost, Program Coordinator, Division Chair, or APC may reject an application for a remote or hybrid section but must do so within two months of the traditional academic year of their notification concerning the submission of the form. Else the form will be assumed to be accepted by all parties.

Once a section is approved for remote or hybrid instruction, that section can be taught again in future semesters using the form completed the first time it was taught without re-approval. APC expects that sections approved for remote or hybrid instruction will use the methods given in the application to teach this section. If substantive changes are made to how learning objectives are accomplished, a new form must be submitted as above.

The Academic Program Committee (APC) is specifically charged with reviewing the following facets of the section proposed:

1. Is the instructor of this section prepared to teach the section remotely or in a hybrid modality? For example, consultation with the instructional technologist, through formal training, use of a learning management system, or previous hybrid or remote teaching experience.
2. Does the direct instruction meet the quality and rigor standards of the program it is a part of?
3. Are the learning objectives of the course achieved, either in the same way as an in-person course or in a new approach?

Once approved, the remote or hybrid version of the section shall be listed with other courses being offered but clearly marked in two ways:

1. The modality of the section shall indicate clearly when a section is remote or hybrid.
2. The section number of the course shall indicate clearly when a section is remote or hybrid.

Once registration for the section has started, a section approved and marked for remote or hybrid instruction

cannot change modality to in-person that semester (except when reverting from remote or hybrid modality after moving to that modality due to an emergency, see 6.30.2). This is also true for changes of modality from remote to hybrid.

6.30.2. Emergency Approval of Remote or Hybrid Section of a Course

This section applies to an instructor who has had a sudden and unexpected change in circumstances requiring a change in modality from in-person to remote or hybrid sections (utilizing the percentages that define remote or hybrid in Section 1.4.23) during the semester. The relevant Program Coordinator and Division Chair must agree to this modality change and set a date during the current semester to return to the former modality – if either of these do not approve the needed modality change, then the application is rejected. Approval of a course due to this emergency approval policy shall not be considered a permanent modality approval – if the instructor finds that teaching remotely or hybrid works well for them, then they should apply via the form mentioned in 6.30.1 for the section to be permanently approved for offering.

Being able to move a class quickly to a different modality would allow for continuity of instruction when unanticipated events occur and the instructor is able and willing to continue teaching. However, this option should be useful sparingly and not repeatedly across many semesters.

6.30.3. Consistency Between Remote and In-Person Course Sections

Teaching remote or hybrid sections requires specialized pedagogical approaches. To that end, class sizes should remain at the same level as in-person classes. This encourages the kind of personal attention students expect from Oglethorpe faculty. We also believe that face-to-face interaction opportunities are valuable – while many remote courses can be taught totally asynchronously, we expect the instructor to create time to meet with students if they have questions (via office hours, time set aside for appointments, or similar).

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: [6]

- 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."[7]

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."[8]

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."

7.1. TU General Education

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

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[6] Principles of Accreditation: Foundations of Quality Enhancement (https://sacscoc.org/accrediting-standards/)
[7] "What is a 21st Century Liberal Education?" (http://www.aacu.org/leap/what_is_liberal_education.cfm)
[8] ibid

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, 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: [9]

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 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

[9] Modeled, in part, on the LEAP Essential Learning Outcomes (http://www.aacu.org/leap/vision.cfm)

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 or COR-350 Core Elective[10]
COR 302 Historical Perspectives on the Social Order II or COR-350 Core Elective[11]
COR 314 Mathematics and Human Nature[12]
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 they 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, 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

[10] Students can use COR-350 Core Elective to satisfy either COR-301 Historical Perspectives on the Social Order I or COR-302 Historical Perspectives on the Social Order II, but not both.
[11] Students can use COR-350 Core Elective to satisfy either COR-301 Historical Perspectives on the Social Order I or COR-302 Historical Perspectives on the Social Order II, but not both.
[12] 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 enrollment services or student success in order to make informed choices in this matter.

from, any 300- or 400-level Core course.[13] 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. These guidelines 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 Previous 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
1-14	Writing Course, Literature, or Philosophy* course	COR 101
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:

- Because students must have an equivalent to first-year writing as either COR 101 or COR 102, students may not use two philosophy courses to cover both COR 101 and COR 102. 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), International Baccalaureate (IB) course work, or dual enrollment course work. Incoming first-year first semester college students are not considered to be transferring from another university.
- 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.). Incoming first-year first-semester students with AP, CLEP, IB, or dual enrollment course work may consult with these sections of the bulletin and the Registrar's Office to see if they qualify for this option.
- 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
COR 314 Mathematics and Human Nature
COR 400 Science and Human Nature

[13] 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.

7.1.2.2. Core Equivalency for Study Abroad

Every student attending an Oglethorpe-approved fall semester, spring semester, or year abroad may have their course work abroad count as an equivalency for one semester of 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; see 7.1. Students must be accepted on an Oglethorpe-approved program and have fulfilled COR requirements through 201. The Core director(s) may at their discretion grant exemption for an immersive summer program. Students will receive an exemption after obtaining approval through the study abroad course approval process and upon receipt of a transcript showing completion of a full course load while abroad. A student may use the Core Equivalency for Study Abroad as an equivalent for either COR 301 or COR-302, but not both. Students who have completed the approved course load will have the corresponding Core requirement waived, but students will not gain additional credit hours for the Core course. Students will only receive credit hours for the approved courses completed abroad. Students may not combine the Core Equivalency for Core Electives Courses with the Core Equivalency for Study Abroad to fulfill their 300-level Core requirements; at least one of either COR 301 or COR 302 must be taken at Oglethorpe.

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. Core Equivalency for Core Elective Courses

The Core Elective (COR 350) is designed to encourage stronger, and more explicit, connections between discipline-specific courses and themes discussed in the first two years of the Core Program regarding the relationship between self and society. A student may use COR 350 as an equivalency for *either* COR 301 *or* COR 302, but not both. Students may not combine the Core Equivalency for Study Abroad with the Core Equivalency for Core Elective Courses to fulfill their 300-level Core requirements; at least one of either COR 301 or COR 302 must be taken at Oglethorpe.

7.1.2.5. 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 and transfer students, 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, allowing ADP students to apply a larger array of classes to meet their general education requirement.

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 20th 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 18th and 19th Century Literature
        ENG 104 Modern and Contemporary Literature
        PHI 101 Big Questions

   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 121 Applied Calculus
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 student success office 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.
Art History	B.A.
Biology	B.S.
Biopsychology	B.S.
Business Administration	B.S., B.B.A.
Business Economics	B.S.
Chemistry	B.S.
Communication Studies	B.A., B.A.L.S.
Economics	B.A.
English and Comparative Literature	B.A.
Film and Media Studies	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.
Management	B.S.
Mathematics	B.S.
Philosophy	B.A.
Physics	B.A., B.S.
Politics	B.A.
Psychology	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

[14] The Bachelor of Arts degree's new major of **Music** 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 2023. 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.

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. 10.6.).
- 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. 10.3.6. and Sec. 10.3.7.).
- Study abroad courses offered through a joint venture between Oglethorpe University and a third party provider (see Sec. 10.3.7.), including LeadAbroad (see Sec. 10.3.10.) and GO (Global Oglethorpe; see Sec. 10.3.11.). 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. 10.6.).
- 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. 10.3.6. and Sec. 10.3.7.).
- Study abroad courses offered through a joint venture between Oglethorpe University and a third party provider (see Sec. 10.3.7.), including LeadAbroad (see Sec. 10.3.10.) and GO (Global Oglethorpe; see Sec. 10.3.11.). 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

All Oglethorpe students must complete the degree requirements listed below for the appropriate degree type connected to their 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 enrollment services.

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 below.

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.). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each academic program.
- Successful completion of the foreign language requirement for students seeking the B.A. degree (see Sec. 8.4.).
- 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, 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.). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each academic program.
- 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 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.). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each academic program.
- 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.). Completion, at Oglethorpe, of at least half the semester hours specifically mandated for each academic program.

- 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. Master of Business Administration

The Master of Business Administration (MBA) degree, offered through the Hammack School of Business, is a dynamic graduate program designed to prepare students from any undergraduate major with the skills and academic background to lead an examined professional life in the business field.

The 30-hour program features evening courses offered in a log-in/drop-in hybrid format. Each course will meet one night per week from 6 - 8:30 p.m. for a full semester in either fall or spring. Summer courses will meet multiple times per week. MBA courses of three credit hours will be comprised primarily of live sessions where students may attend in person or via interactive broadcast.

The MBA will feature a concentration consisting of three courses – fall Thursday nights, spring Thursday nights, and June. While the initial concentration will be management, future concentrations are in development.

The MBA degree may be completed in one year of full-time study (4 fall classes; 4 spring classes; 2 summer classes) or over two years of part-time study (each year: 2 fall classes; 2 spring classes; 1 summer class). There are no prerequisites among the MBA courses except MBA 599 (July course) which requires completion of at least 4 MBA courses prior to beginning the course.

Students may start the MBA program in either fall or spring terms. MBA students will be advised by the MBA program director or the Dean of the Hammack School of Business. Applicants may ask to have up to six hours of prior graduate credit in business to transfer to Oglethorpe University.

An MBA Bootcamp, a self-paced online course, designed for those without recent academic experience in business, will be offered before each semester. The MBA Bootcamp is optional for those with recent undergraduate degrees in business. Bootcamp modules will include brief baseline experiences in economics, accounting, management, marketing, finance, information technology, and business analytics.

Admission Requirements:

- A bachelor's degree from a regionally accredited institution or the international equivalent.
- Competitive undergraduate GPA.
- Applicants must be prepared to submit an MBA application, a current resume, and undergraduate transcript(s).
- Applicants may optionally submit letters of recommendation, GMAT/GRE scores, or request an interview.
- Deferrals: To complete the deferment process and secure your spot for the next term, payment of the enrollment deposit is required. This payment not only demonstrates your commitment to joining our community but also ensures that your place is reserved in the upcoming class. You may defer for one semester, or one year, and only once. If you decide not to enroll after deferring, you must reapply for any future terms.

Curriculum:

Fall (M) – MBA 500 – Business, Society and Leadership Fall (T) – MBA 530 – Current Issues in Accounting Fall (W) – MBA 520 – Economics for Decision-Makers Fall (Th) – MBA 562 – Human Resource Management (concentration course)
Spring (M) – MBA 510 – Financial Management Spring (T) – MBA 550 – Marketing Management Spring (W) – MBA 575 – Managerial Data Analytics Spring (Th) – MBA 580 – Entrepreneurship (concentration course)
Summer (session 1) – MBA 570 – International Management (concentration course) Summer (session 2) – MBA 599 – Strategic Management

COURSE LISTING

MBA 500 Business, Society & Leadership (3 graduate hours)
This course fosters a critical examination of and appreciation for the historical, socio-cultural, political, legal, environmental, scientific, and economic evolution of organizations in a global context. Students will develop the tools needed to contextualize the decisions that organizational leaders are called to make and the implications for constituents within and outside of the organization. Students will acquire a sense of the complexity of business ethical situations, the laws regarding corporate governance, and the role of their personal integrity and values.

MBA 510 Financial Management (3 graduate hours)
This course extends the student's understanding of corporate financial management with an emphasis on investment and financing decisions within organizations. The course combines lectures with cases to develop a solid understanding of the modern theory and practice of financial management.

MBA 520 Economics for Decision-Makers (3 graduate hours)
This course examines economic concepts and fundamental theory and methods that serve as the foundation for managerial decision-making and influence firm outcomes within markets. Primary firm-related topics addressed include consumer theory, analysis and statistical estimation of demand, production and cost analysis, profit maximization under different market models and the resulting effects on strategic behavior and pricing. Current issues surrounding the macroeconomy and the impact of government policy on private market outcomes will also be highlighted.

MBA 530 Current Issues in Accounting (3 graduate hours)
Students will develop knowledge of techniques for utilization of accounting information by managers for business decision-making in support of entity goals and strategies. Course topics include budget development and control, breakeven/target profit analysis, variance analysis, differential analysis, and other management tools for planning and control.

MBA 550 Marketing Management (3 graduate hours)
Marketing is the organizational function that addresses the design and implementation of programs to create, deliver, and sustain value for customers or clients. In this course, students apply universal concepts of marketing to define marketing problems, analyze the marketing environment, evaluate alternative actions, and implement an integrated set of marketing tactics to carry out the organization's objectives in its target markets. A key focus is the development of analytical skills necessary to manage marketing plans and strategy in the context of both for-profit and non-profit organizations.

MBA 562 Human Resources (3 graduate hours)

This course examines economic concepts related to recruitment, selection, development, and utilization of employees in an organization. The course will include an emphasis on the strategic importance of managing an organization's human resources in alignment with the organization's strategic plan.

MBA 570 International Management (3 graduate hours)
Students will understand globalization and its impact on business. Students will explore the corporate social performance of business and the impacts upon societies and organizations. The course will explore the corresponding demands on management systems and individuals through the decision to launch and subsequent preservation of a global venture. Analysis of global issues and application of program concepts and skills to the resolution of these issues is emphasized.

MBA 575 Managerial Data Analytics (3 graduate hours)
This course examines quantitative business analysis. We will learn to use a proper analytic workflow; get real data into an analytical program; transform and wrangle the data into usable form; explore the data visualization and predictive modeling; and communicate results.

MBA 580 Entrepreneurship (3 graduate hours)
Entrepreneurship focuses upon the art, skill, and structure of small business management. Students will examine the process for starting, forming, and financing a new business, creating a business plan, assessment, managing a growing concern, succession planning, growth and profit-reaping strategies.

MBA 599 Strategic Management (3 graduate hours)
Students will understand organizations as an integrated system; the relations between the functional areas; and long-range planning, implementation, and control as means for value creation and competitive advantage. A capstone project requiring integration of program concepts and skills in an applied setting is required. Prerequisite: Students must have completed 12 hours of MBA credit prior to beginning this course.

8.7. 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:

8.7.1. *Bulletins* (and their revisions) are defined to have finite lifetimes as viable, functioning documents; see Sec. 1.2.4. Thus, the *Oglethorpe University Bulletin: 2018-2019* cannot be cited as referencing valid graduation requirements following the conclusion of the 2024-2025 academic year, for example.

8.7.2. 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. 6.24.6. 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.

8.7.3. 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.

8.7.4. 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.

8.7.5. 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. Academic Programs and Their Requirements

9.1. Accounting

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

B.S. in Accounting (TU)
Minor in Accounting (TU)

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 department 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 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.

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 Hammack School of Business.

9.2. Actuarial Science (please see Mathematics)

9.3. 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 the 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:

   AAS/COM 340 African American Discourses and Criticism
   HIS/AAS/WGS 235 Black Intellectual History and Thought
   POL 304 African American Politics
   COM 430 Race & Representation in the Media
   SOC/AAS 306 Race and Ethnicity in the United States
   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:

   COM 460 Space, Place, and Public Memory
   COM 220 Intercultural Communication
   SOC 101 Introduction to Sociology
   SOC/AAS 307 Elites and Inequality
   POL 101 Introduction to Politics
   ULP 303 New American City
   SPN/FRE/AAS 406 French and Spanish Crossroads in the Caribbean and Africa
   ENG 242 TV and Reading
   ENG 371 Woolf and Morrison
   HIS 330 The United States between World Wars
   HIS 331 The Age of Affluence: The United States Since 1945
   HIS 234 To Tell a Free Story: African American History to 1900
   AAS 200 Independent Study
   AAS 290 Special Topics in African American Studies
   AAS/WGS 355 Introduction to Queer Studies and Queer of Color Critique
   AAS 490 Advanced Special Topics in African American Studies
   Special topics courses pre-approved by the African American Studies program coordinator.

4. Additional requirements and things to note:

   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.

9.4. 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 courses 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):

COM 101	Theories of Communication and Rhetoric
COM 420	Media, Culture and Society
COM 460	Space, Place, and Public Memory
ENG 101	Ancient Literature
ENG 102	Medieval and Renaissance Literature
HIS 201	Ancient Greece
HIS 301	History of Christianity
PHI 207	Aesthetics
WGS 225	Women, Art, & Society: Women Artists
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. 9.18.), public health (Sec. 9.37.) or scientific/medical illustration (Sec. 9.42.) 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). The public health concentration has an application process -- contact the director of the program for information.

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:

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)
PHY 101	General Physics I (and laboratory, PHY 101L)

2. Completion of any combination of three “Category A” elective(s) or designated special topics course(s):

BIO 202	Microbiology
BIO 224	Cancer Biology
BIO 313	Developmental Biology
BIO 317	Biochemistry
BIO 418	Cell Biology
BIO 450	Genetic Engineering
BIO 455	Research in Epigenetics

3. Completion of any combination of two “Category B” elective(s) or designated special topics course(s):

BIO 215	Animal Behavior

BIO 301	Comparative Vertebrate Anatomy
BIO 402	Human Physiology

4. Completion of any combination of two "Category C" elective(s) or designated special topics course(s):

BIO 260	Avian Ecology
BIO 280	Conservation Biology in Hawaii
BIO 320	Urban Ecology
BIO 380	Conservation Biology
BIO 423	Ecology

5. 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. Students transferring to Oglethorpe with two semesters of introductory biology from another institution will not be required to complete BIO 110. The BIO 111 requirement can also be satisfied with an equivalent statistics course from another institution.
    c. 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 150	Behavioral Neuroscience
PSY 308	Sensation and Perception
PSY 310	Drugs, the Brain and Behavior
PSY 221	Psychological Statistics and Research Methods I
PSY 222	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
PSY 208	Cognitive Psychology

4. Additional requirements and things to note:
    a. Because the Biopsychology major is interdisciplinary in nature, it is important to be aware of the necessary prerequisites for courses that are required by the major. Enrollment in courses contributing to the major must satisfy the prerequisites established by each discipline (i.e., biology, chemistry, and psychology).
    b. 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.).
    c. 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 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
3. Completion of two additional upper-level Business Administration courses.
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 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. Business Analytics

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

Certificate in Business Analytics as part of B.A. or B.S. degree (TU)
Certificate in Business Analytics as part of B.A.L.S. or B.B.A. degree (ADP)
Certificate in Business Analytics as a non-degree certificate

The Business Analytics certificate provides students with targeted understanding of how to use data to inform

decision-making. This includes best practices for analyzing data using Excel and other advanced analytical programs (such as R or SAS), and how to combine that skill with design to turn data into consumable information for stakeholders.

The certificate is useful for Oglethorpe students (TU or ADP) who wish to add an additional credential or non-Oglethorpe students (non-degree) looking for career development opportunities with an enhanced ability to analyze and display data in a meaningful way that increases productivity and improves profitability.

Certificate in Business Analytics (Same for all three options)

1. Completion of all the following courses:

BUS 275	Business Analytics
BUS 325	Advanced Business Analytics
BUS 355	Data Visualization

2. Additional requirements and things to note:
   A student must earn a C- or better in each of the three program courses to earn any Business Analytics certificate.

9.10. 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 increasingly broad and deep understanding of the fundamentals of modern chemistry. Students also progressively enhance their abilities to think critically and creatively and to articulate scientific concepts 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 from chemistry faculty. 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 courses are required for the Chemistry major and minor. These requirements and the methods for fulfilling 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)
   - CHM 301 Physical Chemistry I (and laboratory, CHM 301L)
   - CHM 302 Physical Chemistry II (and laboratory, CHM 302L)
   - CHM 310 Quantitative Analysis (and laboratory, CHM 310L)
2. Completion of 4 CHM courses of at least 4 credits at the 400-level.
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.
   b. Math prerequisites for CHM 301 Physical Chemistry I require that students have completed MAT 131 Calculus I, MAT 132 Calculus II, and MAT 233 Calculus III.
   c. Physics prerequisites for CHM 301 Physical Chemistry I require that students have completed PHY 201 College Physics I, PHY 202 College Physics II, PHY 201L College Physics Laboratory I, and PHY 202L College Physics Laboratory II.

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 Quantitative Analysis (and laboratory, CHM 310L)
2. Completion of one additional CHM course of at least 4 credits at the 400-level.

9.11. 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 Advocacy track) (TU)
B.A.L.S. in Communication Studies (ADP)
Minor in Communication Studies (TU)
Minor in Communication Studies (ADP)

The program in Communication Studies prepares students to become critically reflective citizens and practitioners in professions, including journalism, public relations, law, politics, broadcasting, advertising, public service, corporate communications and publishing. Students learn to perform effectively as ethical communicators – as speakers, writers, readers and researchers who know how to examine and engage audiences, from local to global situations. Majors acquire theories, research methods and practices for producing as well as judging communication of all kinds – written, spoken, visual and multi-media. The program encourages students to understand messages, audiences and media as shaped by social, historical, political,

economic and cultural conditions.

Students have the opportunity to receive hands-on experience in a communication field of their choice through an internship. A leading center for the communications industry, Atlanta provides excellent opportunities for students to explore career options and apply their skills.

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 Advocacy.

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 Advocacy 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 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 130 Creative Writing
   - WRI 200 Independent Study in 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 125 History of the Motion Pictures
   - COM 175 Introduction to Web Design
   - COM 200 Independent Study in Communication Studies
   - COM 215 Strategic Communication Practicum
   - COM 220 Intercultural Communication
   - COM 230 Social Media Strategy and Analytics
   - COM 250 Digital Storytelling
   - COM 270 Principles of Public Relations
   - COM 280 Gender, Culture, and Communication
   - COM 290 Special Topics in Communication Studies
   - COM 325 Television Analysis
   - COM 330 Social Media Theories and Practice
   - COM 340 African American Discourses and Criticism
   - COM 350 Feminist Discourses and Criticism
   - COM 380 Feminist Media Studies
   - COM 400 Advanced Independent Study in Communication Studies
   - COM 410 Public Relations Theory and Research
   - COM 415 Strategic Communication Practicum
   - COM 420 Media, Culture, and Society
   - COM 425 Critical History of Radio, TV and New Media
   - COM 430 Race and Representation in the Media
   - COM 435 Media Industries
   - COM 450 Crisis Communication
   - COM 460 Space, Place, and Public Memory
   - COM 470 Globalization and the Media
   - COM 480 Persuasion and Social Movements
   - 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. 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 130 Creative Writing
   - WRI 200 Independent Study in 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 125 History of the Motion Pictures
   - COM 175 Introduction to Web Design
   - COM 200 Independent Study in Communication Studies
   - COM 220 Intercultural Communication
   - COM 230 Social Media Strategy and Analytics
   - COM 250 Digital Storytelling
   - COM 280 Gender, Culture, and Communication
   - COM 290 Special Topics in Communication Studies
   - COM 325 Television Analysis
   - COM 330 Social Media Theories and Practice
   - COM 380 Feminist Media Studies
   - COM 400 Advanced Independent Study in Communication Studies
   - COM 420 Media, Culture, and Society
   - COM 425 Critical History of Radio, TV and New Media
   - COM 430 Race and Representation in the Media
   - COM 435 Media Industries
   - 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. 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 (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 130 Creative Writing
   - WRI 200 Independent Study in 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 175 Introduction to Web Design
   - COM 200 Independent Study in Communication Studies
   - COM 215 Strategic Communication Practicum
   - COM 220 Intercultural Communication
   - COM 230 Social Media Strategy and Analytics
   - COM 250 Digital Storytelling
   - COM 290 Special Topics in Communication Studies
   - COM 330 Social Media Theories and Practice
   - COM 400 Advanced Independent Study in Communication Studies
   - COM 415 Strategic Communication Practicum
   - COM 430 Race and Representation in the Media
   - COM 435 Media Industries
   - COM 450 Crisis Communication
   - COM 470 Globalization in 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. If a third writing course is taken, it will count toward one of the two 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 Advocacy 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 130 Creative Writing
    WRI 200 Independent Study in 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 230 Social Media Strategy and Analytics
    COM 280 Gender Culture and Communication
    COM 290 Special Topics in Communication Studies
    COM 340 African American Discourses and Criticism
    COM 350 Feminist Discourses and Criticism
    COM 400 Advanced Independent Study in Communication Studies
    COM 460 Space, Place, and Public Memory
    COM 480 Persuasion and Social Movements
    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 130 Creative Writing
    WRI 200 Independent Study in 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 125 History of the Motion Pictures
    COM 175 Introduction to Web Design
    COM 200 Independent Study in Communication Studies
    COM 215 Strategic Communication Practicum
    COM 220 Intercultural Communication
    COM 230 Social Media Strategy and Analytics
    COM 250 Digital Storytelling
    COM 270 Principles of Public Relations
    COM 280 Gender, Culture, and Communication
    COM 290 Special Topics in Communication Studies
    COM 325 Television Analysis
    COM 330 Social Media Theories and Practice
    COM 340 African American Discourses and Criticism
    COM 350 Feminist Discourses and Criticism

COM 380 Feminist Media Studies
COM 400 Advanced Independent Study in Communication Studies
COM 410 Public Relations Theory and Research
COM 415 Strategic Communication Practicum
COM 420 Media, Culture, and Society
COM 425 Critical History of Radio, Television and New Media
COM 430 Race and Representation in the Media
COM 435 Media Industries
COM 450 Crisis Communication
COM 460 Space, Place, and Public Memory
COM 470 Globalization and the Media
COM 480 Persuasion and Social Movements
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. 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.

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, not including internships, must be at the 400-level):
    COM 105 Introduction to Communication Research Methods
    COM 110 Public Speaking
    COM 125 History of the Motion Pictures
    COM 175 Introduction to Web Design
    COM 215 Strategic Communication Practicum
    COM 220 Intercultural Communication
    COM 230 Social Media Strategy and Analytics
    COM 250 Digital Storytelling
    COM 270 Principles of Public Relations
    COM 280 Gender, Culture, and Communication

COM 290 Special Topics in Communication Studies
COM 325 Television Analysis
COM 330 Social Media Theories and Practice
COM 340 African American Discourses and Criticism
COM 350 Feminist Discourses and Criticism
COM 380 Feminist Media Studies
COM 400 Advanced Independent Study in Communication Studies
COM 410 Public Relations Theory and Research
COM 415 Strategic Communication Practicum
COM 420 Media, Culture, and Society
COM 425 Critical History of Radio, Television and New Media
COM 430 Race and Representation in the Media
COM 435 Media Industries
COM 450 Crisis Communication
COM 460 Space, Place, and Public Memory
COM 470 Globalization and the Media
COM 480 Persuasion and Social Movements
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, not including internships, must be at the 400-level):
   COM 105 Introduction to Communication Research Methods
   COM 110 Public Speaking
   COM 125 History of the Motion Pictures
   COM 175 Introduction to Web Design
   COM 200 Independent Study in Communication Studies
   COM 215 Strategic Communication Practicum
   COM 220 Intercultural Communication
   COM 230 Social Media Strategy and Analytics
   COM 250 Digital Storytelling
   COM 270 Principles of Public Relations
   COM 280 Gender, Culture, and Communication
   COM 290 Special Topics in Communication Studies
   COM 325 Television Analysis
   COM 330 Social Media Theories and Practice
   COM 340 African American Discourses and Criticism
   COM 350 Feminist Discourses and Criticism
   COM 380 Feminist Media Studies

COM 400	Advanced Independent Study in Communication Studies
COM 410	Public Relations Theory and Research
COM 415	Strategic Communication Practicum
COM 420	Media, Culture, and Society
COM 425	Critical History of Radio, Television and New Media
COM 430	Race and Representation in the Media
COM 435	Media Industries
COM 450	Crisis Communication
COM 460	Space, Place, and Public Memory
COM 470	Globalization and the Media
COM 480	Persuasion and Social Movements
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.

9.12. 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.

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 201L	Introduction to Programming Laboratory
CSC 202	Data Structures

2. Completion of one Computer Science course (4 semester hours or more) from the below list:

CSC 230	Introduction to Software Engineering
CSC 270	Computer Organization
CSC 320	Analysis of Algorithms

3. Completion of two elective courses from the above list or the following list:

CSC 300	Programming Language Concepts
CSC 340	Databases and Web Design
CSC 400	Internship in Computer Science
CSC 490	e.g. Machine Learning, Intro to AI, Cloud Computing
PHY 206	Computational Physics

PHY 232	Fundamentals of Electronics (and the accompanying lab, PHY 232L)
CHM 490	Computational Chemistry
PHI 201	Formal Logic
MAT 350	Statistical Learning

4. Additional requirements and things to note:
    a. CSC 490 may be repeated as a Computer Science elective as long as it is a different topic than previously taken each time.
    b. A grade of "C-" or better is required in all courses contributing to the minor.

9.13. Creative Writing

Programs offered:

Minor in Creative Writing

Oglethorpe University's Minor in Creative Writing offers practical and creative skills in prose, poetry, dramatic writing, and professional communication for business, science, and the arts. A creative writer assesses culture, history, identity, and their role in that cycle. The minor provides students the coursework and real-world experience to hone the craft and skills to express themselves and make a positive change in the world. Our program begins with an introductory survey course, and over the four-year university experience offers courses in poetry, fiction, creative nonfiction, screenwriting, and playwriting, as well as an Advanced Special Topics course and internships. Creative Writing students participate in a classroom workshop model designed to hear and share voices equally, in which students learn to productively critique their own writing and that of their peers. Oglethorpe's Minor in Creative Writing is founded on the belief that creative writing is a craft that promotes a lasting and productive connection with the changing self and the world at large.

Minor in Creative Writing (TU)

1. Completion of five of the following courses, totaling at least 20 semester hours:

WRI 130	Creative Writing
WRI 220	Writing Center Theory, Pedagogy, and Practice
WRI 231	Biography and Autobiography
WRI 290	Special Topics in Writing
WRI 330	Writing Poetry
WRI 331	Writing Prose, Fiction and Nonfiction
WRI/THE 350	Playwriting
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 130 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 Creative Writing program coordinator.
    b. WRI 495 Internship in Writing can only be counted once for the Creative Writing minor. For WRI 495 to qualify for the minor, it must be pre-approved to be a writing-intensive experience by the Creative Writing program coordinator and supervised by an English and Comparative Literature faculty member.

9.14. Digital Media Certificate

Programs offered:

Certificate in Digital Media as part of B.A. or B.S. degree (TU)
Certificate in Digital Media as part of B.A.L.S. or B.B.A. degree (ADP)

The Digital Media Certificate is designed to help students learn how to create and implement digital content for different strategic purposes. The purpose of this certificate is to (1) provide students with a focused understanding of the digital media environment, (2) equip them with the critical thinking skills to make sound decisions based on an understanding of theory and background in the digital media landscape, and (3) assist them in developing the creative skills to design, implement, and manage digital communication efforts.

The Digital Media Certificate is only available for degree-seeking, Oglethorpe students.

Certificate in Digital Media

1. Completion of all the following courses:
   - COM 175 Web Design
   - COM 230 Social Media Strategy and Analytics
   - COM 250 Digital Storytelling
   - COM 330 Social Media Theories and Practice
2. Additional requirements and things to note:
   a. COM-330 (Social Media Theories and Practice) should be taken as the last course in the sequence as it is the capstone course for the certificate.

9.15. Economics

Programs offered through the Hammack School of Business (Sec. 4.1.3):
B.A. in Economics (TU)
B.S. in Business 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 businesspeople 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 data analysis, business writing, and presentation. Internships are available to provide preparation for careers after graduation.

The Business Economics degree is intended for those students who plan to enter the business world upon graduation, although it is sufficiently rigorous to support graduate studies upon graduation or subsequently. Students pursuing this degree will integrate a broad foundation of business knowledge with the techniques of economic modeling and application appropriate for work in market research and analytics.

The Bachelor of Arts degree in Economics offers greater flexibility and is designed for students who are

interested in policy and wish to explore the intersection of economics with other liberal arts disciplines such as politics, philosophy, psychology, and mathematics.

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
ECO 429L	Econometrics Lab
BUS 275	Business Analytics

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 departments of economics and business administration in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business, business and economics (B.S. degree option), or in accounting and economics (B.S. degree option).

B.S. in Business 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
ECO 429L	Econometrics Lab
BUS 275	Business Analytics

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 departments of economics and business administration in the Hammack School of Business. This regulation means that a student cannot double major in accounting and business, business and economics (B.S. degree option), 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 departments of economics and business administration in the Hammack School of Business.

9.16. 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
- 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://oglethorpe.edu/wp-content/uploads/2019/02/Mercer-OU-Bridge-Program-Checklist-12-5-2018.pdf

9.17. Engineering (please see Physics—Engineering Track)

9.18. 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 in Comparative Literature:

ENG 101	Ancient Literature
ENG 105	Global Literatures

2. Completion of all of the following period courses at the 100 level:

ENG 102	Medieval and Renaissance Literature
ENG 103	18th and 19th Century Literature
ENG 104	Modern and Contemporary Literature

3. Completion of one of the following courses:

ENG 204	Shakespeare: Early Plays, To 1603
ENG 206	Shakespeare: Late Plays, 1603 – 1613

4. Completion of both of the following courses:

ENG 220	Literary Tribalism: How to Read Race, Class, Nation, and Gender
ENG 310	Research Methods and Critical Theory

5. Completion of three additional English and Comparative Literature electives; at least two of these must be at the 300-level.

6. Additional requirements and things to note:
   a. A grade of "C-"or higher is required in all courses contributing to the major.
   b. The following course is pre-approved for 200-level elective credit in the major and the minor in

English and Comparative Literature:

- WRI 220 Writing Center Theory, Pedagogy, and Practice

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
   - 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 four English and Comparative Literature courses, at least one of which must be at the 300-level or higher.
2. 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).

9.19. 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 (e.g., reduced air quality) and environmental injustice (e.g., lower air quality in neighborhoods with more minority residents). 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/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. To apply for the Environmental Studies minor, see section 3 below and complete the online application.

Minor in Environmental Studies (TU):

1. Completion of all of the following courses:

ENV/BIO 320	Urban Ecology
ENV 101	Introduction to Environmental Studies
ENV 401	Seminar in Environmental Studies
ENV 495	Internship in Environmental Studies (3 hours)

2. Completion of one or more of the following courses worth a total of at least 4 hours:

BIO 280	Conservation Biology in Hawaii
BIO 260	Avian Ecology
BIO 380	Conservation Biology
BIO 423	Ecology
ECO 325	Environmental Economics
ENV 290	Special Topics in Environmental Studies
ENV 490	Advanced Special Topics in Environmental Studies
HIS 315	History of Atlanta

NPM 220	The Nonprofit Sector
PBH 201	Public Health Perspectives
PBH 301	Public Health Workshop
ENV/PHI 230	Does Nature Really Matter?
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 students are first able to register for their second sophomore semester.
    b. A grade of "C-"or higher is required in all courses contributing to the minor.
    c. Students may use up to 5 hours to meet requirements of a minor in Environmental Studies and a major that requires at least 65 hours. This is the only case in which hours may fulfill requirements of the minor in Environmental Studies and a major or another minor.

9.20. Film and Media Studies

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 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 125	History of the Motion Pictures
FMS 135	Aesthetics and Analysis
FMS 150	Introduction to Multimedia Production
FMS 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 290	Special Topics in Film and Media Studies
FMS 325	Television Analysis
FMS 345	Music for Film and Television
FMS 425	Critical History of Radio, TV, and New Media
FMS 435	Media Industries
FMS 445	Film Theory and Criticism
FMS 455	Professional Practices in the Entertainment Industries
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 205	Documentary Filmmaking
FMS 175	Introduction to Web Design
FMS 200	Independent Study in Film and Media Studies
FMS 285	Introduction to Animation
FMS 305	Sound Design
FMS 315	Lighting Design
FMS 335	Directing for the Camera
FMS 355	Post-Production
FMS 365	Short Film Production
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 125	History of the Motion Pictures
FMS 150	Introduction to Multimedia Production

2. Completion of any three elective courses from the following:

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 175	Introduction to Web Design
FMS 200	Independent Study in Film and Media Studies
FMS 275	Experimental Video for Artists
FMS 285	Introduction to Animation
FMS 290	Special Topics in Film and Media Studies
FMS 305	Sound Design
FMS 315	Lighting Design
FMS 325	Television Analysis
FMS 335	Directing for the Camera
FMS 345	Music for Film and Television
FMS 355	Post-Production
FMS 365	Short Film Production
FMS 400	Advanced Independent Study in Film and Media Studies
FMS 405	Advanced Digital Cinematography
FMS 425	Critical History of Radio, TV, and New Media
FMS 435	Media Industries
FMS 445	Film Theory and Criticism
FMS 455	Professional Practices in the Entertainment Industries
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.

9.21. 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 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 and Francophone Cultural Understanding

2. Completion of a semester in an approved study abroad program.
3. Completion of three additional upper-level French courses.
4. Completion of SPN 101 Elementary Spanish I (or simply placing into any Spanish course higher than SPN 101 on the Spanish placement test).
5. Additional requirements and things to note:
    a. A grade of "C-" or better is required in all courses counting for the French major.
    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.

9.22. German Studies

Program offered:

Minor in German Studies (TU)

The German Studies minor is a multidisciplinary program designed to provide students with understanding and competence in German-speaking societies. It is informed by "the five C's" and represents the defined goals of the National Standards for Foreign Language Learning, namely, communication, cultures, connections, comparisons, and communities.

By combining language learning with the study of literature, German life and thought, history and culture, the student can develop the intercultural competencies relevant to their chosen major to strengthen their professional skills towards success at a local and international level. The minor has 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 non-government organizations (NGOs), international corporations, and banking. Additionally, the German Studies minor will be advantageous for OU graduates seeking employment in German-based Multi-National Firms and organizations located in the US, many of which have regional offices in Atlanta, such as Lufthansa, Mercedes-Benz, Porsche, and others.

A strong emphasis on interdisciplinary approaches provides students with opportunities to make connections between German and their other disciplines and programs of study.

With an adequate proficiency in the German language, students will be ready to complement their classroom studies with full-immersion study abroad opportunities, which is an integral part of the German Studies minor program. While most of the courses for the German Studies minor will be offered and accessible on the OU campus, German Studies minor students are strongly encouraged to spend one semester in abroad with our university partner in Dortmund, Germany. Coordination of this is in conjunction with the offices of our partner school in Dortmund and the OU Global Education offices.

Following is the selection of courses required.

Minor in German Studies (TU)

1. Completion of the following courses either in class or through advanced placement (see additional notes, below):

GER 101	Elementary German I
GER 102	Elementary German II
GER 201	Intermediate German I
GER 202	Intermediate German II

2. Completion of three courses selected from among the following:

GER/COR 350	Myth, Meaning and Modernity: German Influencers from the 19th to Early 21st Centuries
HIS 219	German History Since 1800
HIS 222	History of the Holocaust

HIS 319	Rise and Fall of the Third Reich
GER 290	Special Topics in German Language, Literature and Culture I
GER 291	Special Topics in German Language, Literature and Culture II
GER 400	Advanced Independent Study in German
GER 490	Advanced Special Topics in German Language, Literature and Culture I
GER 491	Advanced Special Topics in German Language, Literature and Culture II
GER 495	Internship in German

3. Additional requirements and things to note:
    a. Students with previous study or experience in German 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 experience in German 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. Other special topics courses offered at Oglethorpe as well as certain courses offered at other colleges and through study abroad programs may also qualify, pending approval by the German Studies program coordinator.
    c. Of particular interest to students of German Studies is the Oglethorpe exchange agreement with the Technical University of Dortmund, Germany. All students of German Studies are strongly encouraged to spend at least one semester in Germany. Guidance in finding an appropriate program is provided by the German Studies program coordinator or Global Education in coordination with placement personnel at Dortmund. See also information about global education in Sec. 10.3.
    d. A student can also gain practical experience by pursuing internship opportunities in German 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 German Studies Program Coordinator and the student's faculty advisor. The office of career development has an extensive list of available internships.
    e. A student may take GER 350/COR 350 Myth, Meaning and Modernity: German Influencers from the 19th to Early 21st Centuries *either* as fulfillment of a Core requirement *or* for the German Studies minor but not both.

9.23. 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.

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 HIS 450 Senior Seminar in Historiography
2. Completion of nine additional History courses.
3. Completion of one semester of a foreign language at the 200-level or higher, or demonstration of equivalent proficiency.
4. 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 three of the required History courses must be at the 100- or 200-level.
    d. At least three of the required History courses must be at the 300- or 400-level. Note that the required HIS 450 course cannot be counted in this category of three or more upper-level 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 five History courses.
2. Additional requirements and things to note:
    a. At least two of the five History courses must be at the 300- or 400-level.
    b. The five History courses must cover at least two of the following geographic regions: European, United States, Latin America, and Non-Western.
    c. At least two of the five History courses must focus on the Modern World (1750 or later).
    d. At least two of the five History courses must focus on the pre-Modern World (pre-1750).

Minor in History (ADP)

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

9.24. 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.

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 honors 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 a digital copy of the final approved version of their thesis to the Oglethorpe 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 Library archives in a timely fashion, after inclusion of suggested changes from the reading committee following the successful defense of the thesis.

9.25. 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. 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
PSY 204	Social 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.

9.26. 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 students, in consultation with their academic advisor, must complete an application, available at enrollment services 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 enrollment services. 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.

9.27. 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:
    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.

9.28. 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. At least 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 topic of the course. See item 5.c. (below) for further clarification on this point:

BUS 370	International Business
ECO 320	Economic Development
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 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
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. 10.3. for information about 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 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 language course at the 300-level in which the foreign language is used extensively in conversation and written assignments.
    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.
    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.

9.29. 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.

9.30. Management

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

B.S. in Management (TU)

Building on the core Business offerings in Economics, Accounting, and Business, the study of Management specifically looks at the art and science of achieving goals through people. The major presents the management theories, concepts, and practices that will equip students with the skills and knowledge needed to lead organizations in today's complex global marketplace.

B.S. in Management (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 Management electives from the following courses:

BUS 360	Leadership and Power in Business
BUS 362	Human Resources Management
BUS 370	International Business
BUS 380	Operations Management
BUS 382	Management-Labor Relations
BUS 462	Recruitment and Selection
BUS 495	Internship in Business Administration (4 semester hours).

3. Additional requirements and things to note:
   a. A grade of "C-" or better is required in all courses contributing to the major.

9.31. Master of Business Administration (see MBA)

9.32. Mathematics

Programs offered:

B.S. in Mathematics (TU)
B.S. in Mathematics – Actuarial Science Track (TU)
Minor in Mathematics (TU)

During the course of study in Mathematics, students move from a concrete, algorithmic mode of reasoning in early courses to a more abstract, formal mode of reasoning in the later capstone courses.

Successful Mathematics majors will:

- Sharpen their 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. **All courses** below are required:
   - MAT 131 Calculus I
   - MAT 132 Calculus II
   - MAT 195 Mathematical Thinking
   - MAT 196 Proof Techniques
   - MAT 233 Calculus III
   - MAT 234 Calculus IV
   - MAT 236 Differential Equations
   - MAT 340 Probability
2. Choose **three of the four options** below:
   TWO COURSE BUNDLE
   - MAT 238 Linear Algebra AND
   - MAT 300L Advanced Linear Algebra Lab
   - MAT 245 Numerical Methods
   - MAT 345 Mathematical Statistics
   - MAT 490 Advanced Special Topics in Mathematics
3. Choose **one** course below:
   - MAT 471 Abstract Algebra
   - MAT 482 Real Analysis
4. Choose **one** course below:
   - MAT 197 Modeling Contest Workshop
   - CDE 201 Career Development and Exploration
   - SEN 401 Senior Transitions
   - MAT 495 Internship in Mathematics

5. **All courses** below are required:
   - CSC 201 Introduction to Programming
   - CSC 201L Introduction to Programming Lab
6. 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.

B.S. in Mathematics – Actuarial Science Track (see Sec. 8.5.4. for a complete list of B.S. graduation requirements)

1. Students should learn the mathematics and computer science foundations for actuarial science by completing all of the courses below.
   - MAT 131 Calculus I
   - MAT 132 Calculus II
   - MAT 233 Calculus III
   - MAT 340 Probability
   - MAT 345 Mathematical Statistics
   - CSC 180 Modeling via Excel and R
   - CSC 201 Introduction to Programming
   - CSC 201L Introduction to Programming Lab
2. Students should learn the accounting, business, and economics foundations for actuarial science by completing all of the courses below.
   - ACC 230 Financial Accounting
   - BUS 310 Corporate Finance
   - ECO 120 Principles of Microeconomics
   - ECO 122 Principles of Macroeconomics
3. Students should demonstrate critical competencies for actuarial science by completing all of the courses below.
   - MAT 250 Financial Mathematics
   - MAT 350 Statistical Learning
   - MAT 355 Fundamental Actuarial Mathematics I
   - MAT 360 Fundamental Actuarial Mathematics II
4. Students should complete a capstone for actuarial science by completing one of the courses below.
   - MAT 455 Advanced Short-Term Actuarial Mathematics
   - MAT 460 Advanced Long-Term Actuarial Mathematics
5. Additional Requirements and things to note:
   a. A grade of "C-" or better is required in all courses contributing to this Actuarial Science track in the Mathematics major.
   b. For professional credentialing, students should be aware that a grade of "B-" or better is expected for the following "Validation by Educational Experience" (VEE) courses: ACC 230, BUS 310, ECO 120, ECO 122, and MAT 345. A student can graduate from Oglethorpe University with a grade of "C-" or better in these courses, but a grade of "B-" or better in each of them would be needed for professional credentialing in Actuarial Science.
   c. 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. Choose **one** course below:
   - MAT 121 Applied Calculus
   - MAT 131 Calculus I
2. **All courses** below are required:
   - MAT 132 Calculus II
   - MAT 233 Calculus III
   - MAT 234 Calculus IV
   - MAT 195 Mathematical Thinking
   - MAT 196 Proof Techniques
3. Pick one non-introductory Mathematics elective.
   a. Complete 4-5 credits in MAT courses from the list of courses in the Mathematics major which are at the 200-level or higher but not already included in the requirements #1 or #2 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.
   c. For the third minor requirement, here are examples to clarify the variable credits.
      - A student could take MAT-340/Probability for 4 credits to complete this option.
      - Since MAT-238 by itself is not a valid choice in the Mathematics major, MAT-238 by itself is not a valid choice for the minor either. It has a partner 1-credit lab. So, a student should take both MAT-238 and MAT-300L for a total of 5 credits to complete this option for the minor.

9.33. Museum Studies

Programs offered:

Minor in Museum Studies (TU)

Museums are non-profit institutions which collect, preserve, interpret, and protect our cultural heritage which is held in public trust. They include a broad range of types from art museums and historic homes to zoos and eco-museums. The management of these institutions 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, our relationships with local, regional, and national museums, and Oglethorpe University Museum of Art (OUMA), a teaching museum with a collection of 1,300 objects and affiliations with the American Alliance of Museums (AAM), the Association of Academic Museums and Galleries (AAMG) and the Southeast Museums Conference (SEMC).

Minor in Museum Studies (TU)

1. Completion of the following courses:
   - NPM 235 Museum Studies
   - NPM 220 The Nonprofit Sector
2. Completion of three other (12 hours) NPM designated courses from the museum studies courses from any discipline.
3. 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 toward any other major

or minor offered within the Hammack School of Business.

9.34. Music

Programs offered:

Minor in Music (TU)

Minor in Music: 20 Credits (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 notated and non-notated music to prepare for future performance.
2. To acquire an understanding and appreciation for the role music plays in the development of world cultures. Through focused research and interpretation, students may place music into meaningful philosophical and historical contexts, learning about and appreciating 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 which 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 (one-on-one private lessons with an Affiliate Artist teacher) and Ensemble classes:
   a. A total of 4 semester hours of MUS 136 Applied Instruction in Music (lessons are available for all musical styles, for all instruments, and voice types).
   b. A total of 4 semester hours of either MUS 134 University Singers, MUS 154 Jazz Ensemble, MUS 164 OU Chorale, or MUS 174 Oglethorpe University Symphony.

9.35. 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.

Minor in Nonprofit Management (TU)

1. Completion of the following courses:
   NPM 220 The Nonprofit Sector
   NPM 495 Nonprofit Internship
2. Completion of three other NPM designated (12 hours) courses from any discipline.
3. 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 Hammack School of Business.

9.36. Philosophy

Programs offered:

B.A. in Philosophy (TU)
Minor in Philosophy (TU)

Philosophers study some of the most fundamental questions that can be asked about the world and our place in it. How can I be a good person? Do I have free will? Is there a meaning to life? What is Truth? What is Justice? In Philosophy we ask these questions, examine answers to these questions, and question the answers. The Philosophy Program at Oglethorpe University gives students the opportunity to engage with these questions in courses that not only provide them with an in-depth understanding of their foundations in the history of Analytic and Continental Philosophy but also within the context of their concrete existence in the world. Philosophy courses at Oglethorpe University emphasize Philosophy as a way of being in the world and provide students with knowledge, skills, and space to become aware of and question their own ideas about life, work, value, and relationships.

The Philosophy program believes that graduates should be "humane generalists" with the intellectual adaptability that is needed to function successfully in changing and often unpredictable world, life, and professional situations. The Philosophy program accomplishes this goal by fostering abilities such as critical thinking, creativity, curiosity, imagination, and intellectual flexibility, which are required in virtually all aspects of our personal, professional, and civic lives. Philosophy students learn how to read, understand, and honestly evaluate arguments. They also learn to think independently, to respectfully consider other points of view, to cultivate their moral imagination, to develop and revise their own views, and to express their insights in clear, articulate spoken and written prose with integrity and courage.

Philosophy is a discipline in conversation with other disciplines and the questions that it engages has conceptual ties to all other disciplines. Philosophy courses ask students to pause and investigate assumptions that underlie approaches to knowledge and value across the disciplines and thereby give students the opportunity to bring intellectual precision and depth to more applied pursuits. Philosophy courses, therefore, have a wide range of connections to other disciplines and can meet the needs and interests of students pursuing a range of degrees and career paths. The Philosophy program is happy to help students plan a

sequence of courses that will enrich their major program of study or desired career path.

B.A. in Philosophy (see Sec. 8.5.1. for a complete list of B.A. graduation requirements)

1. Completion of one course in Formal and Informal Logic from among the following:
   PHI 201 How to Win an Argument
   MAT 241 Proof and Logic
   Other courses may apply. Departmental pre-approval is required.
2. Completion of one course in the Introduction of Philosophy from among the following:
   PHI 101 Big Questions
3. Completion of one course in Ethics from among the following:
   PHI 102 Ethical Theory
   PHI 202 Ethics and the Good Life
   Other courses may apply. Departmental pre-approval is required.
4. 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 What is Justice? Plato and the Philosopher Kings
   PHI 205 Aristotle
   PHI 206 The Search for Truth
   POL 341 Political Philosophy I: Ancient and Medieval
   POL 342 Political Philosophy II: Modern
   Other courses may apply. Departmental pre-approval is required.
5. Four Other Philosophy courses, two of which must be at the 300 level.
6. Please see a complete list of Philosophy course offerings in Section 13 of the Bulletin. The following courses are the most frequently offered:
   PHI 210 Feminist Philosophy
   PHI 211 What's Love Got to Do With It? Philosophy of Love, Sex, and Friendship
   PHI 230 Does Nature Really Matter? An Introduction to Environmental Philosophy
   PHI 307 Existentialism and the Meaning of Life
   PHI 290 Special Topics in Philosophy: Philosophers
   PHI 213 Manipulation of the American Mind: The Philosophy of Propaganda
   PHI 306 What is Real? A study of Metaphysics
   PHI 302 How Do I Know? A study of Epistemology
   Other courses may apply. Departmental pre-approval is required.
7. 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.
   c. Note that PHI 101 is normally the first course majors take, but it is not mandatory to be taken before other courses. The following courses should normally be taken as early as possible:
      PHI 201 How to Win an Argument
      PHI 202 Ethics and the Good Life
      PHI 204 What is Justice? Plato and the Philosopher Kings
      PHI 206 The Search for Truth

Minor in Philosophy (TU)

1. Completion of PHI 201 How to Win an Argument

2. Completion of PHI 101 Big Questions
3. Completion of two other Philosophy courses, both of which must be at the 200 level or 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 course can satisfy more than one of the requirements listed above.

9.37. 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 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 students graduate from the engineering partner, they send their 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 (and laboratory, CSC 201L)
   MAT 131 Calculus I
   MAT 132 Calculus II
   MAT 233 Calculus III
   PHY 201 College Physics I (and laboratory, PHY 201L)
   PHY 202 College Physics II (and laboratory, PHY 202L)
   PHY 203 Modern Physics (and laboratory, PHY 203L)
   PHY 330 Classical Mechanics
   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 238 Linear Algebra
3. For students pursuing a B.S. in Physics-Astrophysics Track only:
   a. PHY 100 Introduction to Descriptive Astronomy
   b. Completion of one additional course chosen from the following:
   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:
   PHY 206 Computational Physics
   One additional 4-credit-hour CSC course indexed higher than CSC 201.

5. For students pursuing the B.S. in Physics-General Physics Track only, completion of all of the following courses:

   One laboratory-focused course selected from the list below.

   PHY 211 Statics (and laboratory, PHY 211L)
   PHY 232 Fundamentals of Electronics (and laboratory, PHY 232L)
   PHY 335 Modern Optics (and laboratory, PHY 335L)
   PHY 420 Advanced Physics Lab

   One additional 4-credit-hour (minimum) Physics course indexed higher than PHY 203.
6. 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. 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:

CSC 201	Introduction to Computer Programming (and laboratory, CSC 201L)
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
MAT 238	Linear Algebra
PHY 201	College Physics I (and laboratory, PHY 201L)
PHY 202	College Physics II (and laboratory, PHY 202L)

2. Completion of one of the following physics laboratory courses:

PHY 203	Modern Physics (and laboratory, PHY 203L)
PHY 211	Statics (and laboratory, PHY 211L)
PHY 232	Fundamentals of Electronics (and laboratory, PHY 232L)
PHY 335	Modern Optics (and laboratory, PHY 335L)
PHY 420	Advanced Physics Laboratory
PHY 491	Advanced Special Topics in Experimental Physics

3. Completion of one of the following physics theory courses:

PHY 330	Classical Mechanics
PHY 331	Electricity and Magnetism I
PHY 333	Thermal and Statistical Physics
PHY 334	Quantum Mechanics
PHY 490	Advanced Special Topics in Theoretical Physics

4. 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.

5. Satisfactory completion (a grade of C- or above in each course) 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.
6. 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.
    b. 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.
    c. Engineering students will not receive any Oglethorpe University financial aid once such students transfer to the appropriate engineering partner school.
    d. Students are cautioned that in order to receive the B.S. in Physics-Engineering Track the student must satisfactorily complete (a grade of C- or above in each course) 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 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 not successfully completed MAT 131 (Calculus 1) by the end of their first year should consult with their academic advisor and academic mentor, or the Physics faculty, about alternative academic pathways. Students who have not successfully completed MAT 233 (Calculus III) by the end of their second year should also consider alternative academic pathways.

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 201L)
PHY 202	College Physics II (and laboratory, PHY 202L)
PHY 203	Modern Physics (and laboratory, PHY 203L)

2. Completion of four additional Physics courses, excluding PHY 101, PHY 102, and any 1-credit laboratory courses.
3. Completion of: PHY 402/Physics & Liberal Studies Capstone.
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 201L)
PHY 202	College Physics II (and laboratory, PHY 202L)
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.

9.38. 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 development,

students can identify and create other internships. Oglethorpe's affiliations with The Washington Center for Internships and the Washington Semester Program of American University allow students to study politics and intern in the nation's capital. Students can also use internship credit towards their major requirements. In an increasingly globalized world, Oglethorpe's study abroad programs provide the opportunity to gain in-depth experience of the politics and culture of another country for periods ranging from a week to a semester or a year. Please see information about the center for global education (Sec. 10.3.).

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).

9.39. Psychology

Programs offered:

B.S. in Psychology (TU)

B.S. in Psychology (Clinical/Counseling track) (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:

- 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 150	Behavioral Neuroscience
PSY 221	Psychological Statistics and Research Methods I
PSY 222	Psychological Statistics and Research Methods II
PSY 223	Advanced Experimental Psychology
PSY 497	Capstone Seminar in Psychology

2. Completion of two of the following 200-level courses:

PSY 201	Development Psychology
PSY 204	Social Psychology
PSY 205	Personality Psychology
PSY 206	Psychopathology
PSY 208	Cognitive Psychology

Completion of two 300-level courses, including but not limited to:

PSY 303	Psychological Testing
PSY 308	Sensation and Perception
PSY 310	Drugs, Brain, and Behavior
PSY 311	Adolescent Development
PSY 318	Psychology and Law
PSY 325	Human Sexuality
PSY 330	Learning and Conditioning

PSY 340 Industrial/Organization Psychology
PSY 360 Clinical Psychology
PSY 390 Special Topics in Psychology

3. Completion of any two Psychology courses, 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
4. Additional requirements and things to note:
   a. A grade of C- or better is required in both PSY 101 and PSY 150.
   b. 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.).
   c. Transfer courses may satisfy major requirements if shown on an official transcript and approved by Psychology faculty.

B.S. in Psychology (Clinical/Counseling track (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 150 Behavioral Neuroscience
   PSY 221 Psychological Statistics and Research Methods I
   PSY 222 Psychological Statistics and Research Methods II
   PSY 223 Advanced Experimental Psychology
   PSY 497 Capstone Seminar in Psychology
2. Completion of all of the following courses:
   PSY 206 Psychopathology
   PSY 303 Psychological Testing
   PSY 330 Learning and Conditioning
   PSY 360 Clinical Psychology
3. Completion of two of the following courses:
   PSY 201 Developmental Psychology
   PSY 205 Personality Psychology
   PSY 390 Special Topics in Clinical Psychology with Division Chair Approval
4. Additional requirements and things to note:
   a. A grade of C- or better is required in PSY 101 and PSY 150.
   b. 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.).
   c. Transfer courses may satisfy minor 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. A grade of C- or better is required in PSY 101 and PSY 150.
   b. 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.).
   c. 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).

9.40. 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.* Course substitutions are possible but will be made on a case-by-case basis with

approval of the Public Health program coordinator.

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 through the Registrar's Office. To formalize the addition of the Public Health Concentration to an Oglethorpe transcript, students should access the "_Change of Major" form from the Registrar's website (https://apply.oglethorpe.edu/register/ChangeMajorMinor) and indicate the addition of the Public Health Concentration. During degree audits, the Public Health Program Coordinator will work with the Registrar to finalize approval of coursework contributing to the Concentration. Students should contact the Public Health program coordinator directly to discuss successful strategies for program completion.
   b. It is recommended that students enroll in the 2 credit-hour "PBH" courses (PBH 201,301, and 302) after they have sophomore year standing (32^{+} credits earned) or above. The nature of these courses requires students to have at least introductory knowledge in their declared field of interest and to use that knowledge in interdisciplinary discussions within the classroom. A full year of study at the college level by all students in PBH classes allows us to do the synthesis and problem solving work central to the program. Also, the frequency of the PBH offerings makes it possible for students to complete the concentration even if they join in as late as the spring of their Junior year. Reminders of these expectations will be announced during PBH classes 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.
   c. PBH courses can be taken in any order. The only pre-requisite for all three classes is that students enrolling in the classes have 32+ hours of credit on their Oglethorpe transcript.
   d. Special topics, advanced special topics offerings and other courses new to the bulletin 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 the course.
   e. 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*.
   f. Courses taken in fulfillment of a major or a minor can also be applied equally towards the Public Health concentration.
   g. A grade of C- or better is required in all courses contributing to the PBH concentration.

9.41. Rich Foundation Urban Leadership Program (please see Urban Leadership Program, Rich Foundation)

9.42. 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.

9.43. 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:

MAT 111	Statistics
SOC 101	Introduction to Sociology
SOC 303	Field of Social Work
SOC 304	Methods of Social Work
SOC 310	Survey of Research Methods
SOC 403	Sociological Theory
SOC 420	Senior Capstone

2. Completion of two additional four-hour Sociology electives.
3. Completion of SOC 496 Internship in Social Work (4 hours minimum).
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.

9.44. 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), 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. (For undocumented students, there will be an alternative experience in lieu of study abroad.)
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 counting for the Spanish major.
    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.

9.45. 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-Photography, Video and Digital Art 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 106 Introduction to Figure Drawing
   ART 111 Anatomy for the Artist and Figure Drawing
   ART 175 Introduction to Web Design
   ART 150 Introduction to Media Production
   ART 205 Documentary Filmmaking
   ART 240 Introduction to Graphic Design
   ART 270 History of Photography
   ART 285 Introduction to Animation
   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: Photography, Video and Digital Art 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 106 Introduction to Figure Drawing
   ART 111 Anatomy for the Artist and Figure Drawing
   ART 150 Introduction to Media Production
   ART 175 Introduction to Web Design
   ART 205 Documentary Film
   ART 225 Women, Art, & Society: Women Artists
   ART 240 Introduction to Graphic Design
   ART 285 Introduction to Animation
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:
   COM 460 Space, Place, and Public Memory
   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 109 Introduction to Photography
   ART 115 Introduction to Digital Photography
   ART 150 Introduction to Media Production
   ART 175 Introduction to Web Design
   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 225 Women, Art, & Society: Women Artists
ART 240 Introduction to Graphic Design
ART 270 History of Photography
ART 285 Introduction to Animation
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.

9.46. 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 110 Stagecraft
    THE 115 Fundamentals of Design
    THE 210 Theatre History I
    THE 220 Theatre History II

    Completion of four of the following courses. At least two courses must be at the 300-level or higher. (see "Note" in 5.a., below):
    ENG 204 Shakespeare: Early Plays to 1603

ENG 206	Shakespeare: Late Plays, 1603-1613
THE 205	Intermediate Characterization
THE 215	Audition Technique
THE 290	Special Topics in Theatre
THE 305	Shakespearean Performance
THE 306	Acting for the Camera
THE 315	Scenic Design
THE 316	Lighting Design
THE 317	Costume Design
THE 318	Sound Design
THE 330	Directing for the Stage I
THE 340	Directing for the Stage II
THE 350	Playwriting
THE 360	Performing Arts Management
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

Minor in Theatre (TU)

1. Completion of all of the following courses:

THE 100	Production Lab
THE 105	Beginning Characterization
THE 110	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:

ENG 204	Shakespeare: Early Plays to 1603
ENG 206	Shakespeare: Late Plays, 1603-1613
THE 205	Intermediate Characterization
THE 215	Audition Technique
THE 290	Special Topics in Theatre
THE 305	Shakespearean Performance
THE 306	Acting for the Camera
THE 315	Scenic Design
THE 316	Lighting Design
THE 317	Costume Design
THE 318	Sound Design
THE 330	Directing for the Stage I
THE 340	Directing for the Stage II
THE 350	Playwriting

THE 360	Performing Arts Management
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

9.47. 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:

ULP 250	Urbanization
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.

9.48. 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, 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 125 Human Sexuality
   WGS 200 Independent Study in Women's, Gender, and Sexuality Studies
   WGS 201 The Family
   WGS 206 Sexualities and Society
   WGS 210 Feminist Philosophy
   WGS 211 What's Love Got to Do with It? Philosophical Accounts of Friendship, Love and Sex
   WGS 225 Women, Art, & Society: Women Artists
   WGS 280 Gender, Culture, and Communication
   WGS 290 Special Topics in Women's, Gender, and Sexuality Studies
   WGS 312 Gender and Society
   WGS 350 Feminist Discourses and Criticism

WGS 355 Introduction to Queer Studies and Queer of Color Critique
WGS 380 Feminist Media Studies
WGS 400 Advanced Independent Study in Women's, Gender, and Sexuality Studies
WGS 460 Space, Place, and Public Memory
WGS 480 Persuasion and Social Movements
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 125 Human Sexuality
    WGS 200 Independent Study in Women's, Gender, and Sexuality Studies
    WGS 201 The Family
    WGS 206 Sexualities and Society
    WGS 210 Feminist Philosophy
    WGS 211 What's Love Got to Do with It? Philosophical Accounts of Friendship, Love and Sex
    WGS 225 Women, Art, & Society: Women Artists
    WGS 235 Black Intellectual History and Thought
    WGS 280 Gender, Culture, and Communication
    WGS 290 Special Topics in Women's, Gender, and Sexuality Studies
    WGS 312 Gender and Society
    WGS 350 Feminist Discourses and Criticism
    WGS 355 Introduction to Queer Studies and Queer of Color Critique
    WGS 380 Feminist Media Studies
    WGS 400 Advanced Independent Study in Women's, Gender, and Sexuality Studies
    WGS 460 Space, Place, and Public Memory
    WGS 480 Persuasion and Social Movements
    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).

9.49. Writing (please see Creative Writing)

10. Educational Support and Enrichment

10.1. Student Success

The goals of student success are to identify and remove systemic barriers that inhibit student success, connecting students to opportunities that foster a well-rounded academic experience, while increasing retention, persistence, and graduation.

Student success aims to guide, support, and connect students to resources through:

- Academic advising and course planning.
- Peer success coaching.
- Accessibility services.
- Peer tutoring and supplemental instruction.

All programs and services provided by student success are available to students at no cost. The center for student success, located in the lower level of Robinson Hall, houses staff and a space for testing accommodation support. Additional information about programs and services is available at https://oglethorpe.edu/academics/academic-resources/student-success/

10.1.1. Academic Advising

The center for student success coordinates professional academic advising for all students, including newly admitted first-time, transfer, and Adult Degree Program (ADP) populations. Upon initial enrollment, students are assigned an academic advisor who will assist them throughout their academic program in identifying, planning, and completing successfully an efficient and timely pathway to graduation. Please see Sec. 6.7.1. and Sec. 6.7.2. for more information.

10.1.2. Peer Success Coaching

Peer success coaching provides Oglethorpe students with a chance to work individually with a trained peer leader in the center for student success on topics such as time management, study skills, etc. Peer success coaches are available to help students build and leverage strategies to improve their academic skills, confidence, and performance. Peer success coaches empower students to become successful and self-directed learners. Working one-on-one or in small group settings, coaches facilitate the identification and utilization of new learning tools and strategies to help students meet their academic and personal goals. Students partner with coaches to create their own action plan by identifying priorities and deadlines for the goals they set.

Peer success coaching will vary by topic each academic year and is open to all undergraduate (TU and ADP) students.

10.1.3. Accessibility Programs and Services

Oglethorpe strives 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.

Accessibility services coordinates accommodations and provides information to support students with disabilities. Faculty and staff are encouraged to refer students who may need accommodations to Accessibility Services as early as possible to facilitate timely support. The office approves reasonable academic and housing accommodations, administers tests/exams, consults on classroom and campus accessibility, and assists with disability related grievances or concerns. See Sec.3.3.2. for additional information.

10.1.4. Peer Tutoring and Writing Center

Peer tutoring is available in over 30 courses and across most academic disciplines, with an emphasis on 100- and 200-level courses. To qualify as a peer tutor, any student must have earned a minimum 3.0 cumulative GPA at the time of their application, and course-specific tutor applicants must additionally have received a grade of "B" or higher in the course in which they wish to tutor. All tutors must complete a mandatory training program sponsored by the office of student success prior to their assignment. General writing consultants 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.

The writing center is a free, inclusive, collaborative learning resource available to all Oglethorpe students. The center offers one-one-one tutoring sessions both in person and online with trained peer tutors as well as a variety of workshops, special events, and programs to support student writing across the university. Writing center tutors must have successfully completed COR 101 and 102 and maintain a cumulative GPA of 3.0. Additionally, they must display a strong knowledge of writing style and form, evidenced by prior experience tutoring writing or enrollment in a writing tutor training course. Writing tutors work with students on any type of writing- or communication-related project at any point in the composition process, helping them to become more skillful, flexible writers and communicators. By discussing with writing center tutors such aspects of writing and communication as the context, audience, genre, format, medium, and style of their projects, students further develop their skills in written and multimodal communication and build confidence in their academic capabilities.

10.1.5. Supplemental Instruction

The supplemental instruction (SI) program provides students, in select "traditionally difficult" courses, peer-facilitated study sessions and office hours led by qualified and trained undergraduate SI leaders. SI leaders attend classes with students and encourage students to practice and discuss course-specific concepts and study strategies in structured study sessions with their class peers. SI leaders receive training on guiding collaborative group study sessions, and have been selected based on their prior performance in the specific course they are facilitating. SI leaders are expected to meet weekly with teaching faculty to plan active teaching and learning methods within their study sessions, demonstrating effective strategies that a student can apply in class. This methodology provides an opportunity for students to learn *how* to learn while learning *what* to learn. Study sessions are open to all students enrolled in a course offering supplemental instruction who want to improve their understanding of the material. All SIs must complete a mandatory training program sponsored by the office of student success prior to their assignment.

10.2. Career Development and Courses

Career and graduate school preparation services are offered through the career development office.

10.2.1. Career Coaching

Career coaches/advisors provide resources to assist students in making informed decisions regarding self-exploration, career planning and job/internship 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, workshops, internship for credit advisement, on-campus recruitment, and off-site employer visits. Additionally, the career development team hosts an on-campus Career and Graduate School Fair in the fall for students to meet with employers and representatives from various graduate programs in the southeast and beyond.

10.2.2. Graduate School Preparation

Career development also supports students interested in continuing their education by assisting with graduate school exploration and planning, application strategies and review of personal statements, and preparation for panel interviews.

10.2.3. 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 several 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 team members also join with local professional organizations that sponsor off-campus career fairs.

10.2.4. Career-Related Courses

CDE 201 Career Development and Exploration

During this semester long career exploration seminar, students will spend time on self-reflection, identifying values, skills, strengths, and interests, and establishing and implementing a career action plan. This course is designed to introduce students to a model for career planning that is useful throughout life exploration. Students craft an individual career development plan, participate in group discussions, and prepare working career portfolio materials to begin career development. The experiences in this seminar will help students prepare for career interests and experiential opportunities and make career connections in the community.

Recommended for students in the second semester of their first year 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.

10.3. Global Education

Global education seeks to help students hone intercultural skills and become global citizens through a range of on campus and global experiential activities. Global learning experiences complement courses, and are accessible and valuable to all students regardless of major, professional goals, or individual circumstances. Global learning experiences include exploring other cultures, sharpening language skills, gaining new perspectives, developing capacity to successfully engage across cultural differences and contexts, and effectively integrating knowledge and skills to act and problem-solve appropriately in a variety of cross-cultural settings.

Information about global learning experiences, including opportunities to study abroad/away with specific deadlines for programs and scholarships, announcements of programs and events, as well as itineraries for short-term programs, appear throughout the year via the Study Away 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 https://oglethorpe.edu/experience/global-education/.

10.3.1. Advising for Study Abroad/Away

Oglethorpe academic and faculty advisors and staff in global education serve as primary consultants for students who are interested in any type of global learning or study abroad experience. The Study Away website provides a starting point and leads students to create a ViaTRM-PetrelsAbroad Portal account. The PetrelsAbroad Portal is used to explore thousands of programs where students can earn academic credit (exchange, faculty led, LeadAbroad, virtual, research and internships) and get matched with the best fit programs for each student's individual needs and preferences. Global education staff assist students to investigate potential destinations, discuss the students' qualifications and priorities for a study abroad program, 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.

10.3.2. Core Equivalency for Study Abroad/Away

Every student attending an Oglethorpe-approved fall semester, spring semester, or year abroad may have their course work abroad count as an equivalency for one semester of either COR 301 Historical Perspectives on the Social Order I or COR 302 Historical Perspectives on the Social II, at the student's discretion; see 7.1. Students must be accepted on an Oglethorpe-approved program and have fulfilled COR requirements through 201. The Core director(s) may at their discretion grant exemption for an immersive summer program. Students will receive an exemption after obtaining approval through the study abroad course approval process upon

receipt of a transcript showing completion of a full course load while abroad. A student may use the Core Equivalency for Study Abroad as an equivalent for either COR 301 or COR 302, but not both. Students who have completed the approved course load will have the corresponding Core requirement waived, but students will not gain additional credit hours for the Core course. Students will only receive credit hours for the approved courses completed abroad. Students may not combine the Core Equivalency for Core Electives Courses with the Core Equivalency for Study Abroad to fulfill their 300-level Core requirements; at least one of either COR 301 or COR 302 must be taken at Oglethorpe.

10.3.3 Application and Approval for Study Abroad/Away

Students use the Petrels Abroad Portal/ViaTRM to explore program options, apply to study abroad, and submit study abroad related forms. Students benefit from participating in-person or watching recorded Global outreach programs offered regularly. Students are responsible for reviewing the application instructions and completing the application by the published deadline. Students are encouraged to meet with a Global Education advisor to seek guidance before, during, and while abroad. Students must be in good academic and financial standing. Students with code of conduct or honor code violations will be evaluated on a case-by-case basis and may be considered ineligible to study abroad. Upon being approved to study abroad, students must complete the forms available in the Petrels Portal by the published deadlines. This includes obtaining any required signatures from faculty and staff involved in determining eligibility for earning credit abroad. The deadlines for submitting a Study Abroad application are:

- September 15 for spring semester programs.
- February 15 for summer programs.
- March 15 for fall programs

Students approved to study abroad will be notified within two weeks of the Oglethorpe study abroad application deadline. Students must complete several forms by the published deadlines. Global Education will enroll students approved for study abroad who are on track with completing required pre-departure forms. Global Education manages enrollment in the FOR section associated with their program choice, enrolling the student in a health insurance plan that covers comprehensive medical care and medical evacuation and repatriation while abroad (if they don't show proof of adequate coverage), and providing guidance related to completing a home campus application or obtaining required visa or travel permission. Host programs have separate policies, applications, and deadlines that students will also have to follow. Students should read host websites and applications carefully.

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 outlined in their approval notification.

It is the responsibility of the students to complete the application and registration steps with the partner or study abroad provider and that prior to their departure from the host institution abroad they request an official transcript to be mailed to global education. Global education will review and coordinate with the registrar's office to apply the transfer of credits. Financial Assistance for Study Abroad/Away

Students receiving institutional, federal, or state financial aid may be able to apply their aid to the educational expenses for study abroad depending on the program type. Students must be in close contact with the director of financial aid when exploring study-abroad program options to identify how institutional and federal/state aid may apply toward their study abroad.

A variety of external scholarships and grants exist to financially support students who study abroad for credit. Global Education promotes these opportunities to students who have a ViaTRM/Petrels Portal account. Students should consult with the director of financial aid, peruse the scholarship directory on the global education website, and review communication from Global Education about available opportunities, as well as conduct searches broadly. 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 generally do not need to be accepted to a program to apply for external study abroad scholarships.

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 to apply toward the cost of the program. The University will bill the student the cost of the semester abroad and will not charge the student the Oxford Study Fee.

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.

10.3.3. 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 exchange partners can be found on the Study Away website. 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 partner universities. The current fees assessed by each partnership institution are 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 outlined in their approval notification.

10.3.4. 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. Global education office staff and faculty advisors guide students to the appropriate study abroad program to achieve individual goals and objectives.

Oglethorpe University institutional aid cannot be applied to student expenses at non-partner universities and programs. The offices of global education and 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 a student's faculty advisor and the director of global education, are treated as courses taken in residence at Oglethorpe University for purposes of the residency requirement (see Sec. 8.3.).

10.3.5. 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 often during school breaks or the summer term. 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 on the global education website.

10.3.6. University of Oxford, Oxford, England

Through the Washington International Studies Council/Oxford Study Abroad Programme (OSAP), up to 6 students each academic year who are in their junior year and have a minimum GPA of 3.0. Students may study at the University of Oxford for a semester or an academic year 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. Oglethorpe students approved to study at Oxford are assessed Oglethorpe tuition and fees as well as an Oxford Fee that covers housing costs, see tuition and fees website. All institutional aid applies toward the semester of study at Oxford. All students who study at Oxford will receive an Oxford transcript. Applications and eligibility requirements can be discussed with a global education advisor. See Sec. 10.3.4.1. for special information on financial assistance and costs for those who study at University of Oxford for a second semester.

10.3.7. LeadAbroad Programs

Through our unique partnership with LeadAbroad, students can study abroad over the summer on credit or non-credit bearing programs at several locations in Europe, Central America, and 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.

10.3.8. 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 submit a Lead Abroad application and a study abroad authorization form in PetrelsAbroad Portal/Via TRM for Global Education review. More information is available at the Study Away website.

GO and LEAD 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 semester hours of Oglethorpe University credit during their time abroad.

Oglethorpe University students who elect to study on Lead Abroad programs for credit must submit a LeadAbroad application and a study abroad authorization form in PetrelsAbroad Portal/Via TRM for Global Education review. More information is available at the Study Away website.

10.3.9. International Student Services (ISS)

The federal government, Department of Homeland Security (DHS), Student and Exchange Visitor Program (SEVP), oversees the rules and regulations that apply to international students studying at Oglethorpe with 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/Designated School Official (DSO) is to ensure Oglethorpe completes federal reporting requirements, provide broad individualized support for international students, including orientation sessions to help international students understand the resources available to them and 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 the global education website.

10.4. Internships

Internships for academic credit are coordinated through the career development office. 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 receives an internship offer and decides to apply for internship credit.
- 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 on the career development website: Applying for Academic Credit.
- The student ensures that the employer completes the "Oglethorpe Site Agreement Form," which is found on the Career Services website: Business credit application.
- The student submits an online application in Handshake, which includes agreed-upon learning objectives and academic assignment in addition to details about the internship, the site agreement, 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 site supervisor, faculty supervisor, program coordinator/division chair program coordinator or division chair (Hammack School of Business only), and the Registrar.
- 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 (site supervisor, faculty supervisor, program coordinator/division chair) are received, the application is sent to the registrar for final approval and processing.
- 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 standard guidelines given above. 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 . Non-credit internships should be reported on Handshake (Student Profile Page > Career Center > Experiences > Request an Experience).

10.5. 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.

10.6. 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/ (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.

10.6.1. 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.

10.6.2. 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).

10.7. 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.

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/

10.8. 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 Hampton L. 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 Edward S. Grenwald Endowed Fund for Faculty Salary Enhancement: This fund was established in 1991 by a bequest from Edward S. Grenwald. Mr. Grenwald was a law professor before coming to Atlanta to engage in the private practice of law. He served as a member of the Oglethorpe University Board of Visitors and of the Board of Trustees. The fund is part of the University's permanent endowment and, at Mr. Grenwald's request, is used primarily for the enhancement of faculty salaries.
- The Lu Thomasson Garrett Annual Award for Meritorious Teaching: This prize was created in 1994 through the generosity of Mr. and Mrs. David (Lu La Thomasson) Garrett. The late Mrs. Garrett was a 1952 graduate, an Oglethorpe honorary degree recipient and member emeritus of the Board of Trustees. The prize is awarded annually to an outstanding faculty member selected by a committee of their 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.
- 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.

10.9. 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.

10.10. 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.
- Student Success (see Sec. 6.7.1. and Sec. 10.1.): 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.

- 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 student success 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 student success office (see Sec. 10.1.); and
- A coordinated intervention process for assisting students in trouble.

10.11. Information Technology Services (ITS)

The office of information technology services (ITS) supports OU 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 computers 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 more.

Every residence hall room, faculty office, and appropriate staff office has a connection to the Oglethorpe computer network and to the Internet. Access is also available to students through computers located in the Philip Weltner Library.

For additional information about ITS, visit https://oglethorpe.edu/life/support/it-services/ . 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.

Wi-Fi Printer Policy

The use of wireless printers or personal routers on campus interferes with the campus network and can affect not only your devices but those of students around you. Printers with a wireless feature must disable wireless printing. Wired connections are required to print to a personal printer.

Additional services and products provided and/or managed by ITS are noted below.

10.11.1. IT Services Help Desk

The IT Services help desk 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 https://oglethorpe.edu/life/support/it-services/via email at its@oglethorpe.edu and via phone 404-364-8880. Our physical location and phone support are from 8 a.m. to 5 p.m., Monday through Thursday, and from 7 a.m. to 4 p.m. Friday (except holidays). OU community members may submit a service request for issues with OU-issued computer equipment, internet connection, OASIS, printing, copiers, and multimedia. The IT Services help desk email is the fastest way to ensure service. IT Services will troubleshoot student issues with email, OU platforms for instruction and Internet connectivity on computers/laptops or cell phones only. IT

Services does not provide troubleshooting assistance with non OU issue student-owned devices. IT Services does not support smart home devices, TV's, gaming consoles, etc. IT Services does not provide in-dorm assistance with any device.

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. 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 https://oglethorpe.edu/life/support/it-services/its-resources/ for more information. The IT Services help desk 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 email.oglethorpe.edu and signing in to the "work or school" account section with your Oglethorpe username and password. Once logged in, you can download Office 365 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, Canvas, OASIS, OUConnect, and Handshake.

Students are responsible for protecting sensitive personal information. Students should not provide personal information to unsolicited emails, which include but are not limited to job postings or urgent information requests.

10.11.2. Canvas

Canvas is a learning management system developed by Instructure. At Oglethorpe, course pages are automatically created, and students are automatically enrolled, based on information from the registrar.

Instructors can use Canvas to make announcements, share course materials, manage assignment submissions, track grades, take attendance, deliver online quizzes, facilitate communication, post their syllabus, and much more.

To log in to Canvas, either enter https://oglethorpe.instructure.com/ in your browser's address bar, or go to Oglethorpe's homepage (www.oglethorpe.edu) and select "Canvas" from the login list at the top of the page. Use your Oglethorpe e-mail address and password to log in.

After you log in, the Canvas dashboard page will appear, where you can view your current courses. Canvas course pages are generally visible to students for the duration of the term in which they are taught. The specific availability of a course page is at the discretion of the assigned instructor.

Assistance with Canvas is available through the Help menu on the Canvas home page. Canvas support for faculty is available from Instructure, through chat and by phone, 24/7 most days of the year. Additional assistance is available from IT Services during normal department operating hours.

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, and look up personal financial and financial aid information. Students can also examine and update a portion of their demographic data.

10.11.3. Turnitin

Turnitin is originality-checking software designed to help students avoid plagiarism and to aid professors in detecting the occurrence. 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. 10.1.5.) in developing all stages of written work, including issues of quoting and citing. For additional information, please visit http://turnitin.com/en_us/home.

10.12. Interdisciplinary and Individually Tailored Educational Opportunities

Cross registration through ARCHE (see Sec. 6.8.5., Sec. 6.9.4. and Sec. 10.6.) 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 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. 9.26. 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.

10.13. Oglethorpe University Museum of Art

The Oglethorpe University Museum of Art (OUMA) is located on the third floor of Lowry Hall. OUMA serves the university and greater Atlanta community by presenting exhibitions that reflect the interdisciplinary strength of a liberal arts education and the cultural diversity of our community. OUMA engages students by providing a creative stage for the development of museum professionals and engages the public with exhibitions and programming founded on the principles of excellence and social service. OUMA is a learning lab, creating first-hand, and practical opportunities for students to learn museum work as well as classes to explore museum

theory through the Museum Studies Minor. The museum proper is comprised of four spaces: The Shelley and Donald Rubin Gallery, Skylight Gallery, OUMA Research Center, and Center Gallery. The museum galleries are welcoming spaces with ample seating, Bluetooth-enabled speakers/charging stations, and meditation/sensory rooms. Additionally, the museum organizes both permanent collection and student art exhibitions in satellite spaces such as the Trustees Room of the Turner Lynch Campus Center, Conant Lobby Gallery, the President's Gallery in Lupton Hall, and Hearst Hall Gallery. 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. Over the past five years, a commitment to better reflect the diversity of the student body has allowed for new acquisitions by artists such as Romare Bearden, Rufino Tamayo, Shanequa Gay, Maria Cristina Tavera, and Jess T. Dugan. Each semester OUMA offers gallery assistant internships, independent study, and work study opportunities. Collaborative planning with faculty and staff allows for direct course development in conjunction with exhibitions to give students an immersive experience. OUMA is a crucial tool for university enrichment and scholarship and, as Brookhaven's only museum of art, is uniquely positioned to fulfill the University's commitment to diversity, equity, inclusion and accessibility through expansion of collections, education, and community engagement.

10.14. 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.

10.15. Quality Enhancement Plan: 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, originally called Compass, is designed to give entering TU students a comprehensive and engaging advising process.

Through the first year seminar (FYS) experience, students now have a mentor who will guide them through their first year. Students are encouraged through this 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.

In addition, Oglethorpe expects its advisors and FYS mentors to get to know their students and work with them throughout the first year to augment what they do well and improve on areas of concern. Students participate in academic advising through a collaborative educational process in which students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the student's personal, academic and career goals. (See Sec. 10.1.)

10.16. Philip Weltner Library

The Philip Weltner Library is vital to the scholarly environment of Oglethorpe as both a destination and a body of resources, and 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 evaluate information in the 21st 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. 10.6.) 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 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.

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 https://oglethorpe.edu/academics/library/.

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. Constitution

11.1.1. Preamble

Our Oglethorpe community thrives on high standards of academic integrity. The Honor Code serves as a guiding document to develop our fundamental values[16] of:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

By embracing these principles, everyone at Oglethorpe supports equitable access to academic success, as well as personal and professional growth. Oglethorpe welcomes all who accept and affirm these principles of academic integrity.

11.1.2. Affirmation

Students will sign the following affirmation at the start of their Oglethorpe career during Convocation.

I affirm that I am acting with academic integrity.

Additionally, students are asked to sign this affirmation at least once in every course.

By regularly signing this affirmation, students are reminded of the Oglethorpe community standards of academic integrity. We encourage students to maintain a commitment to integrity beyond their time at Oglethorpe.

11.1.3. Responsibilities and Rights

11.1.3.1. Student Responsibilities

Students are responsible for upholding the Oglethorpe Honor Code by:

- Knowing, understanding, and acting upon the concept of academic integrity.
- Knowing and understanding the concept of academic misconduct.
- Knowing and following the policies and procedures set forth in course syllabi, specific assignments, activities, and examinations.
- Asking for clarification if one has questions regarding the policies and procedures for a specific assignment, activity, or examination.
- Knowing and following the policies and procedures outlined in the Oglethorpe University honor code.
- Appearing and responding to communication from the honor council and interacting with the honor council honestly.
- Taking accountability for one's actions.

[16] https://academicintegrity.org/resources/fundamental-values

11.1.3.2. Student Rights

These are the basic rights of due process for students suspected of violating the honor code. These rights apply to everyone facing a suspicion of academic misconduct, unless specific sections of this code of the University Bulletin override them.

- Right to confidentiality: All aspects of honor code case reports, meetings, hearings, and resolutions remain confidential.
- Right to timely charge: If a student is suspected of a violation of the Oglethorpe honor code, they have the right to be informed of the report in a timely fashion.
- Right to confidential advisors: In addition to the Honor Council Director, a suspected student has a right to a confidential peer advisor.
- Right to advanced notice: A suspected student has a right to advanced notice of any official proceedings related to their case.
- Right to prioritize class schedule: No meetings or hearings regarding honor council business will be scheduled to conflict with a suspected student's class or lab schedule.
- Right to request recusal of honor council members: Suspected students may request that certain members of the honor council excuse themselves from a meeting or hearing, but only for cause.
- Right to provide and access evidence: A suspected student may submit their own evidence to be considered before the honor council. They also have the right to see and study all evidence pertaining to suspected actions in the case.
- Right to full participation: If a case proceeds to an academic conduct board, the suspected student can be present for the entire questioning and testimonial portions that pertain to them.
- Right to speak: The suspected student can make statements and ask questions in all meetings and hearings by the honor council pertaining to their case.
- Right to individual resolution: If multiple students are suspected of the same events, each student has the right to engage in their own deliberations and decision regarding the preferred course of action for resolution.
- Right to notification of outcomes: The suspected student has the right to be notified of their case resolution in a timely fashion.
- Right to Accessibility: Suspected students who have registered accommodations with the Office of Accessibility Services have the right to have their accommodations met during the honor council process.

Note: This list is not exhaustive. Details regarding these rights as well as specific additional rights are outlined in the Procedures and Policies portions of this code and throughout the University Bulletin.

11.1.3.3. Responsibilities of Instructional Staff

Each member of the instructional staff is committed to ensuring the integrity of our shared academic efforts. Here are specific responsibilities for instructional staff:

- Explain to students how academic integrity and the Oglethorpe honor code applies in a specific course.

- Explain to students how academic integrity and the Oglethorpe honor code apply to individual course assignments and examinations, specifically addressing what constitutes "authorized" aid.
- Provide academic integrity information in the course syllabus that includes (at a minimum) the Honor Code Preamble, Honor Code Affirmation, and a link to the full text of the Oglethorpe Honor Code found in the bulletin.
- Invite students to ask questions about any academic policies in your course that may not be clear regarding what constitutes academic misconduct.
- Respond promptly to questions from students regarding course policies and the honor code.
- Assume (unless evidence indicates otherwise) that students are conducting themselves with academic integrity and act toward them in ways consistent with that assumption.
- Consult with and potentially file a report with the Honor Council Director regarding all suspected academic misconduct. This is particularly relevant in cases where a student may admit misconduct, as the Honor Code generally prohibits instructional staff from determining responsibility and applying a sanction on their own.
- Abstain from assigning a grade (either in the assignment or the course) until a case in process has been resolved.
- Provide physical (including electronic) or observed evidence to the Director to support any claim of academic misconduct.
- Follow the appropriate procedures outlined in the Honor Code.
- Implement any sanctions or directives presented by the honor council in a timely fashion.
- Abide by the decision of the Honor Council.
- Testify truthfully before the honor council if summoned.
- Serve on the Honor Council when selected.

11.1.3.4. Rights of Instructional Staff

These are the basic rights of faculty who suspect that a student has violated the Oglethorpe honor code.

- Right to Consultation: Instructional staff have the right to consult with the Honor Council Director prior to or following the filing of an official report of suspected academic misconduct.
- Right to Report: Instructional staff have a right and are encouraged to report all suspected cases of honor code violations in which there is evidence of academic misconduct. The Honor Council Director will review all reports and provide guidance.
- Right to Discard a Report: Prior to the official start of an investigation, instructional staff can request a report be discarded if they receive new evidence that invalidates the concern in their initial report.
- Right to Communicate with Student: Instructional staff have the right to speak with a suspected student throughout the resolution process.
- Right to Mediation: The instructional staff member may request the Honor Council Director be present and mediate conversations/meetings that the instructional staff member has with the suspected student.
- Right to Resolution: Once an instructional staff member files a report, they have a right to a timely resolution of the case. They also have a right to receive communication of that resolution in a timely manner.

- Right to Accessibility: For instructional staff requesting accommodations, they reserve the right to have their accommodations met during the honor council process.

Note: This list is not exhaustive. Details regarding these rights as well as specific additional rights are outlined in the Policies and Procedures portion of this code and throughout the *University Bulletin*.

11.2. Procedures For Resolving A Suspected Honor Code Violation

11.2.1. Filing a Report of a Suspected Honor Code Violation

The official process for resolving a suspected Honor Code violation starts when an Oglethorpe community member files a report at https://oglethorpe.edu/academics/honor-code/. Typically, reports are filed by Instructional Staff who have evidence that a possible violation has occurred in a course, but reports can be filed by any other Oglethorpe community member (student, staff, or administration) who has evidence of a possible academic violation. The Director reviews the report and the accompanying evidence and determines whether to proceed with a case. This often but not always involves consulting with the community member who filed the initial report. If the Director and the reporting community member agree to withdraw the report, then the Director discards the initial report; no record will be kept. Most frequently, however, the Director opens a new case. The decision as to whether to discard or open a new case should occur within ten academic business days of the community member filing the initial report.

11.2.2. Initial Consultation with Suspected Student

Within five academic business days of opening new case, the Director contacts the suspected student with the time and date for an initial consultation. (There will be at least three academic business days between contacting the student and the scheduled consultation.) The Director also assigns a confidential Peer Advisor from the student members of the Honor Council. The Director includes the name and contact information for the Peer Advisor in the initial communication, but only the suspected student and the Director are at the initial consultation. (If requested, the Peer Advisor may join. The student may also meet with the Peer Advisor anytime during the Honor Council process to discuss their options for resolution and ask additional questions about their case.) During the initial consultation, the Director communicates to the student relevant information they currently have regarding the suspected violation. The suspected student will also find out who filed the report during the initial consultation, unless the reporting community member was a fellow student. The suspected student may not take a copy of evidence from the initial consultation; however, they can request to review the evidence again over the next three academic business days.

Following the initial consultation, the suspected student has three academic business days to communicate whether they accept responsibility or do not accept responsibility for the suspected Honor Code violation. The student can communicate their choice either verbally or via email to the Secretary, to their Peer Advisor, or to the reporting community member, but the Director must receive written confirmation of the suspected student's decision before moving on to the next step. If the student does not provide written confirmation their choice of "responsible" or "not responsible" within three academic business days of the initial consultation date, then this is considered to be a choice of "not responsible."

In some situations, the suspected student may accept responsibility to the reporting community member or their Peer Advisor prior to their initial consultation meeting with the Director. In this case, the suspected student may decline the initial consultation with the Director. However, they must still provide written confirmation of their choice of "responsible" within three business days of the original initial consultation date.

11.2.3. Resolution Paths

If the student accepts responsibility, then the case typically proceeds to a Resolution Conference (see Sec. 11.2.3.1). If the student does not accept responsibility, then the case proceeds to an Academic Conduct Board (see Sec. 11.2.3.2).

On occasion, a suspected Honor Code violation involves more than one student. In this case, each student will receive an individual Initial Consultation and can enter their claim of "responsible" or "not responsible" independently. Resolution Conferences and Academic Conduct Boards, however, may be conducted simultaneously. The decision of whether to hold a single Conference or Board for cases involving multiple students is at the discretion of the Director.

11.2.3.1. Resolution Conference

A Resolution Conference is a facilitated, semi-structured conference between the suspected student and the reporting community member. In attendance are (a) the suspected student, (b) the reporting community member*, (c) the Director, (d) one student member of the Honor Council (excluding the Peer Advisor) and (e) one Faculty member of the Honor Council. Following confirmation of the student's claim of responsibility, the persons above have no more than 15 academic business days to schedule and facilitate the Resolution Conference. The suspected student can request that a specific Honor Council member recuse themselves from the Conference, but the suspected student must communicate their recusal request no later than one academic business day before the Conference is scheduled to occur.

By the end of the Conference, all attendees must unanimously agree to an action plan for the student, including (but not limited to) any academic sanction associated with the Honor Code violation. The honor council members present at the conference will affirm or modify this sanction and action plan immediately after the conference. If modification is required, the Director will notify the student and faculty member within three business days of the resolution conference.

(*Note: The reporting community member may elect to send answers to a detailed questionnaire in lieu of attending a Resolution Conference, but they are bound to any unanimous action plan decisions made by the other attendees.)

A Resolution Conference leads to a case being closed if all the following occur:

1. The suspected student is present at the Conference, openly accepts responsibility, and agrees to make amends with the Community Member who filed the report.
2. The Community Member accepts the student's plea of responsibility and shares what the student can do to rebuild trust with the community.
3. All attendees agree to an action plan for the student, including (but not limited to) any academic sanction associated with the academic misconduct.
4. The student completes the action plan in the agreed upon timeframe.

Assuming that all of these conditions are met, the case is closed, and the resolution documentation indicates that the student is "responsible".

If any of those conditions are not met, then the Director consults with the two Honor Council members present at the Resolution Conference to determine how to proceed. This can include but is not limited to

(a) resolving the case by assigning a higher academic sanction than originally agreed upon in the conference or (b) moving the case to an Academic Conduct Board.

In rare circumstances, the persons present at a resolution conference may determine that an Honor Code violation has *not* in fact occurred (even though the suspected student originally accepted responsibility). If the two Honor Council members and the reporting community member unanimously agree to this, then the case is dismissed and the resolution documentation indicates that the student is "not responsible".

Students have the option of a Resolution Conference only if it is their first or second instance of recorded academic misconduct. If it is a second instance, the conference includes discussion of the prior instance and the action plan from the first resolution conference. A third (or higher) instance of suspected academic misconduct automatically proceeds to an Academic Conduct Board, even if the student accepted responsibility.

The suspected student may not appeal the results of a resolution conference.

11.2.3.2. Academic Conduct Board

An Academic Conduct Board is a facilitated, structured proceeding where the Honor Council members in attendance use questioning, witness testimony, and direct evidence to determine the likelihood that an Honor Code violation has occurred.

The suspected student will have at least three academic business days between notification of their academic conduct board date/time/location and the academic conduct board itself.

The following persons are present for the entire academic conduct board:

- the suspected student*,
- the Director, and
- at least five members of the Honor Council, including at least one student member (excluding the Peer Advisor) and at least one Faculty member.

*If the student fails to appear at the academic conduct board (after having been notified of the time, date, and location with at least three academic days notices), then the academic conduct board will proceed without the student present.

The suspected student can request that a specific Honor Council member recuse themselves from participating in the Academic Conduct Board, but the suspected student must communicate their recusal request no later than one academic business day before the Board is scheduled to occur.

The following persons are present for a portion of the Academic Conduct Board:

- The Community member who filed the report
- Any additional **witnesses** (called either by the reporting community member or the suspected student or the Director) who can contribute direct evidence as to whether the student did or did not engage in academic misconduct.

The suspected student is responsible for communicating with the Director about any witnesses they want to appear at the Academic Conduct Board. The suspected student should communicate any

witness names (including contact information) to the Director no later than one academic business day before the Board is scheduled to occur.

The following persons are excluded from attending an academic conduct board:

- the Peer Advisor
- other Oglethorpe faculty or staff not directly involved in the case
- Parents, guardians, or friends (unless called as direct witnesses)
- Legal counsel or outside experts

This list isn't exhaustive, but it communicates the need to include *only* those persons who have direct knowledge of the actions in question. It is at the Director's discretion as to whether a person may or may not be present in an Academic Conduct Board. Any direct witnesses from outside the Oglethorpe community appearing at an academic conduct board is held to the standards of the Oglethorpe honor code; this includes confidentiality as described in Sec. 11.3.3. It is also at the discretion of the Director to restrict anyone from participating in the Academic Conduct Board (including the suspected student) if their behavior is disrupting the proceedings.

The suspected student and the Honor Council panelists appearing at the Academic Conduct Board will have access to all *currently available* evidence prior to the board. Every effort is made to collect and distribute all necessary evidence prior to the Board. However, additional evidence may be introduced during the Board if necessary.

The Academic Conduct Board process involves an opening statement from the suspected student, a verbal or written statement from the reporting Community Member, questions/discussion of the evidence, witness statements and questions, and a closing statement from the suspected student. Following the closing statement, the suspected student is excused.

The members of the Honor Council present at the Academic Conduct Board convene to discuss the evidence and testimony and vote on whether the suspected student is "Responsible" or "Not Responsible" for a violation of the Oglethorpe Honor Code. The decision carries by simple majority. (The Director will only vote in the case of a tie.) The panelists vote based on the "preponderance of evidence' standard; that is, the burden of proof for a vote of "Responsible" is that the evidence indicates it is more likely than not that an Honor Code violation occurred.

If a student is found "Not Responsible", then the case is dismissed.

If the student is found "Responsible", then the Honor Council members present at the Academic Conduct Board must deliberate and vote on an appropriate academic sanction. At this time, the Director informs the panelists of any prior "Responsible" case outcomes, as this will impact the sanction options. (See Sec. 11.2.4 on Responsibility and Sanction Structure for more details.) The vote for a sanction carries by simple majority. (The Director will only vote in the case of a tie.)

The Director has three academic business days to contact the suspected student and the reporting Community Member with the panelists' findings (including the sanction, if the student is found "responsible").

Only Students who originally plead "Not Responsible" but were subsequently found "responsible" at their Academic Conduct Board have the right to appeal the decision with the Office of the Provost. See Sec. 11.2.5 (Appeals) for more details.

11.2.4. Responsibility and Sanction Structure

Academic sanctions occur both in the context of the action plan determined during the Resolution Conference and the decision made by the Academic Conduct Board. The Honor Council members participating in Conferences and Boards may apply any appropriate sanction, but it is common to see less severe sanctions in cases where students accept responsibility. For example, consider a case where the sanction involves a grade reduction on the assignment. A student who accepted responsibility may be offered the opportunity to redo the assignment for a 50% deduction, while a student who did not accept responsibility but was subsequently found responsible may receive a 0 on the assignment.

11.2.4.1. Escalating Sanction Structure

Sanctions for subsequent "responsible" claims or findings will result in more elevated sanctions, even if the subsequent offense is less severe than the prior offenses. This creates an escalating sanction structure, which could appear as follows:

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Responsible	Resolution Conference	Revision of assignment w/ deduction
2nd	Responsible	Resolution Conference	0 on assignment
3rd	Responsible	Academic Conduct Board agrees	F in course
4th	Responsible	Academic Conduct Board agrees	Suspension/Expulsion

or

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Not Responsible	Academic Conduct Board finds "responsible"	0 on assignment
2nd	Responsible	Resolution Conference	0 on assignment plus additional course grade deduction
3rd	Responsible	Academic Conduct Board agrees	F in course
4th	Responsible	Academic Conduct Board agrees	Suspension/Expulsion

or

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Not Responsible	Academic Conduct Board finds "responsible"	0 on assignment
2nd	Not Responsible	Academic Conduct Board finds "responsible"	F in course
3rd	Not Responsible	Academic Conduct Board finds "responsible"	Suspension/Expulsion

The above cases are just examples and not an exhaustive list of sanction options. Again, the Honor Council panelists may apply any appropriate sanction, and it is the responsibility of the Director to assure that equivalent circumstances (number of appearances and severity of the violation) are being sanctioned in equitable and consistent ways.

11.2.4.2. Suspension or Expulsion

In very rare circumstances, the Honor Council will consider suspension or expulsion as a sanction when a student is found responsible for violating the Oglethorpe Honor Code. This sanction is only considered for a student who has had multiple "responsible" outcomes or has not responded to prior interventions. Suspension or expulsion are never considered as a sanction for a first "responsible" outcome.

Suspension or expulsion sanctions can only be applied in the structure of an Academic Conduct Board. If the escalating sanction structure described above (or the severity of the charge) means that suspension or expulsion is a sanction option, then the Academic Conduct Board panelists will include Faculty members only. This Academic Conduct Board votes on a more rigorous burden of proof, i.e. "clear and convincing evidence." That is, a panelist should vote "Responsible" if the evidence indicates that it is *substantially* more likely than not that the Honor Code violation occurred.

Most commonly, suspension or expulsion is not considered until a student has had at least two prior "responsible" claims or findings, although a student may be considered for suspension or expulsion with only one prior "responsible" claim or finding. In order to determine whether suspension or expulsion is a sanction option after one or two prior "responsible" claims/findings, the Director will consult with at least two members of the Advisory Panel (see Sec. 11.3.2.2.3). If the Director and the Advisory Panel agree that suspension or expulsion are viable sanctions in the current case, then the Director will convene a Faculty-only Hearing Panel. (Note: A Faculty-only Hearing Panel is not compelled to assign suspension or expulsion as a sanction if they find the student responsible. However, a student cannot receive a sanction of suspension or expulsion unless their case was heard by a Faculty-only Conduct Board.)

A student who has three or more prior "responsible" claims or findings is automatically considered for suspension or expulsion in their current case. The Director need not consult with the Advisory Panel before convening a Faculty-only Hearing Board.

All suspension and expulsion sanctions are reviewed by the Office of the Provost.

11.2.5. Appeals

A student who wishes to appeal the results of an Academic Conduct Board must contact the Office of the Provost within five academic business days following notification of the Hearing Board decision. Only students who originally claimed "not responsible" but were found "responsible" for an Honor Code violation are eligible to file an appeal.

Appeals may be granted only under the following circumstances:

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 to call into question the fundamental fairness of the proceedings or which may have influenced the outcome of the case.
2. If there is new evidence that could affect the case's outcome.

Following submission of an appeal, the Office of the Provost may dismiss the appeal if it does not adequately address the requirements listed above. The Office of the Provost will communicate this decision to the Director, and the Director will contact the student.

If the Office of the Provost does not dismiss the appeal, then they will communicate this decision to the Director. The Director will then contact the members of the Advisory Council to review the appeal. A review requires at least two members of the Advisory Council. The Director will provide all persons reviewing the case with all case documentation (including notes taken during the hearing and audio records, as requested).

If the members of the Advisory Council conducting the review determine that a new hearing is warranted, then the Director will arrange for five or more members of the Honor Council who were *not* involved with the original case to sit on the new Academic Conduct Board. The Director will *not* inform the panelists participating in the new Academic Conduct Board that they are hearing an appeal case, and the new Board will follow all the same procedures as the initial Board. If the new Academic Conduct Board finds the student "not responsible", then the case is dismissed. If the new Academic Conduct Board finds the student "responsible" and applies a sanction, then the suspected student may not appeal further.

11.2.6. Requirement of Case Resolution

Once a case is on file, it remains on file until it is resolved. For example, if a case is filed before the "W" (withdrawal) deadline for the semester, the student may not attempt to circumvent the resolution process by withdrawing from a course. If a case is filed after the "W" deadline for the semester, the student must also proceed through a resolutions path even if they are earning an "F" in the course (outside of any sanction that might by applied by the Honor Council). Additionally, students who plan to transfer from Oglethorpe before their case is resolved are also responsible for completing the appropriate resolution path before the University will release their transcript.

11.3. Policies

11.3.1. Scope of the Honor Code

Our honor code is an academic one, based in our learning community. The Oglethorpe Honor Code applies to all students enrolled in any academic activities at the University.

This code is to serve as a guiding framework for all educational pursuits at Oglethorpe University. The primary purpose of this code is to maintain and sustain the academic community, by promoting community members to act honestly and with integrity. The goal of this code is to help community members stay within a community of academic honesty. The code also contains the pathway for reintegration for students who diverge from our academic honesty standards, ensuring that these students are aided by tools and strategies to succeed academically.

The preamble to the Honor Code describes the concept of academic integrity, but the Honor Code also describes academic dishonesty as any actions that are aimed at gaining unfair academic advantage. Academically dishonest practices can be further partitioned into subcategories (plagiarism, misrepresentation, unauthorized aid, facilitation, and interpersonal academic misconduct). Examples of academic misconduct listed below fall within one of those categories, but these categories and examples are neither exhaustive nor mutually exclusive.

Categories (and examples) of academic misconduct are:

11.3.1.1. Plagiarism

Plagiarism at its core is the failure to give credit for the use of another's legitimate work, and/or to have the work perceived as your own.

Examples of plagiarism include:

- Direct plagiarism, or copying word-for-word from a source without using quotations and proper attribution.
- Paraphrasing plagiarism, or the act of paraphrasing someone's work without acknowledging that the ideas are not your own.
- Self-plagiarism, or using work that you previously submitted for another course without acknowledgment or permission.

11.3.1.2. Misrepresentation

Academic misrepresentation is an attempt to fulfill the requirements of a course with work other than one's own work. We distinguish misrepresentation from plagiarism by the fact that one could not reasonably give credit to a source in a case of misrepresentation.

Examples of misrepresentation include:

- Contracting with a person, website, or tool (either for free or via payment) to write an assignment for you (either in whole or in part) and submitting the paper as if it was your own.
- Contracting with a person, website, or tool (either for free or via payment) to solve problems for you (either in whole or in part) and submitting the solutions as if they were your own.
- Falsifying data, figures or sources in a laboratory report.
- Providing a report of attending an event, visiting a site, participating in an extra-credit activity and the like when you were not actually present at the event/site/activity.

11.3.1.3. Unauthorized Aid

This category refers to any possession or use of unauthorized materials or assistance in an effort to fulfill course requirements. It is the student's responsibility to ask the professor for specific guidance on what materials or assistance are in fact authorized *and* to communicate that information to any tutors or other providers of authorized aid.

Examples of unauthorized aid include:

- Possession or use of unauthorized notes during an assessment.
- Possession or use of unauthorized electronic devices during an assessment.
- Unauthorized use of external source material.
- Unauthorized use of "homework helper" sites.
- Unauthorized use of generative artificial intelligence.
- Unauthorized collaboration with other students.

11.3.1.4. Facilitation

In this category, a student is facilitating another student's ability to commit academic misconduct.

While we do work and study in a collaborative space, it is the student's responsibility to ensure that other students do not misuse their work.

Examples of facilitation include:

- Knowingly permitting another student to copy your work.
- Uploading assignments and/or solutions to a shared test bank, "homework helper" site, or group chat.
- Signing in for a student at an event where attendance is a required part of a course.
- Claiming that another student completed work for a group project that they did not do.

11.3.1.5. Interpersonal Academic Misconduct

In this category, we consider the unfair academic advantage that may result student-faculty and student-student interactions.

Examples of interpersonal academic misconduct include:

- Lying (to a professor or to another student) for academic advantage. This could include lying to earn a particular grade or lying to avoid an academic penalty.
- Colluding with other students in a collective effort to engage in academic misconduct.
- Claiming credit for a group project to which one did not contribute.
- Obtaining someone else's work (with or without their knowledge) and submitting as one's own.
- Pressuring or coercing another student to aid in one's engagement in academic misconduct.
- Falsely accusing another student of academic misconduct.
- Deliberately damaging the work of another student or otherwise putting another student in a position of academic disadvantage.
- Lying to the Honor Council regarding one's role or someone else's role in suspected academic misconduct.

The honor code applies to all behavior related to academic endeavors in our community. Thus, it extends beyond the boundaries of courses and classrooms per se, and yet it does not extend out of the academic realm into the purely social one. In some cases, however, a potential Honor Code violation may also be considered a possible violation of 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.

11.3.2. The Honor Council

The Honor Council consists of Faculty representatives, student representatives, and a Director. This composition allows for allowing diverse campus perspectives to support an honest academic community.

11.3.2.1. Responsibilities of all Honor Council members

Honor Council members are responsible for upholding the Oglethorpe Honor Code by:

- Participating in Honor Council training.
- Reading and understanding the Honor Code.
- Acting as an advisor or consultant for the campus community in regard to academic integrity and the Honor Code.
- Responding to requests to participate in Honor Council proceedings.

- Preparing for and actively participating in Honor Council proceedings.
- Making decisions in Honor Council proceedings based on evidence and using the relevant evidentiary standards.
- Recusing oneself from a proceeding if one is unable to assess the evidence objectively.
- Understanding relevant options for sanctions and applying those sanctions equitably.
- Maintaining confidentiality in all aspects pertaining to Honor Council proceedings.

11.3.2.2. Faculty Members of the Honor Council

11.3.2.2.1. Director

11.3.2.2.1.1. Qualifications

The Director must have prior Honor Council experience prior to appointment. Preference is given to senior, tenured Faculty, but non-tenured Faculty (either tenure-track or non-tenured-track with multi-year contracts) may apply.

11.3.2.2.1.2. Selection and Term

The Director is appointed by the Provost for a three-year term. All interested and qualified persons are invited to apply, with the final selection made by the Provost.

11.3.2.2.1.3. Responsibilities Specific to the Director

The Director's specific responsibilities include:

- Coordinating the selection/election of Faculty and student Honor Council members.
- Training of new Honor Council members.
- Providing information for all instructional staff and students regarding their rights and responsibilities pertaining to the Oglethorpe Honor Code.
- Consulting with instructional staff on how to address a possible case of academic misconduct.
- Receiving reports of possible academic misconduct.
- Scheduling initial consultations with suspected students.
- Scheduling and participating in all resolution conferences and academic conduct boards.
- Communicating outcomes of conferences/boards to all relevant parties.
- Maintaining records of proceedings (both in the form of hearing notes and audio recordings).
- Regularly reporting academic misconduct data to the Faculty.
- Making recommendations of changes to the Honor Code to the Faculty. (See Sec. 11.3.6)

11.3.2.2.2. Faculty Panelists

11.3.2.2.2.1. Qualifications

All full-time Faculty with service requirements in their contract are automatically considered eligible to serve on the Honor Council. Adjunct faculty with at least two years of satisfactory service (as determined by a supervisor) can apply to the Director to be added to the eligible pool of participants.

11.3.2.2.2.2. Selection and Term

Prior to the beginning of an academic year, all eligible Faculty may request to be excused from possible Honor Council service for the upcoming academic year. Reasons for being excused from service include (but are not limited to):

- Having served a term on the Honor Council within the previous five years.
- Intent to take a sabbatical leave or other leave of absence in the next two years.
- Intent to retire in the next two years.
- Having been at Oglethorpe for less than two years.

All excusal requests (and adjunct applications) are reviewed by the Director and two members of the Advisory Panel (see Sec. 11.3.2.2.3).

From the remaining eligible pool, the Director will randomly select six Faculty members to begin a two-year term of service on the Honor Council in the upcoming academic year. Terms are staggered so that while six new Faculty members are selected each year, six are continuing their service. Thus, a total of twelve Faculty members are actively serving on the Honor Council at any point during a regular semester.

11.3.2.2.3. Advisory Panel

The Advisory Panel is composed of Faculty panelists who have just completed the second year of their two-year term. They are no longer actively serving as panelists in Honor Council proceedings, but they may be asked to appear as a panelist in rare situations where the Director is unable to seat a panel with the existing Honor Council members. The primary function of the Advisory panel, however, is to serve as a body of Faculty members with experience on the Honor Council who can consult with the Director as needed. In addition to responsibilities outlined in other parts of the Honor Code (such as decision on whether to grant a new hearing in the case of an appeal, or assistance in the selection of Faculty panelists), members of the Advisory Panel are also asked to contribute recommendations for possible changes to the Code. (See Sec. 11.3.6.)

11.3.2.3. Student Members of the Honor Council

11.3.2.3.1. Student Panelists

11.3.2.3.1.1. Qualifications

The student members of the Honor Council are students who embody the principles of academic integrity, leadership, and Oglethorpe community engagement. At a minimum, student members of the Honor Council must meet the following qualifications:

- Sophomore standing or higher
- Academic good standing
- Financial good standing
- Financial aid good standing
- Conduct good standing
- No prior “responsible” outcomes from an Honor Council proceeding

11.3.2.3.1.2. Selection and Term

Each spring semester, a notice will be sent to all 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. All full-time faculty members and all current honor council members will also be invited to nominate students for a position on the honor council for the upcoming academic year. The Honor Council Director will inform nominees and encourage them to apply for membership.

In addition to verifying that they meet the minimum requirements listed above, applicants must also write and submit to the acting Director an essay on why they would like to serve. A three-person review group (consisting of the Vice President for Student Affairs, the Director, and a member of the Advisory Panel) will review the applicants' materials. This review group may, by unanimous consent, strike an applicant if there is a compelling reason to believe that the student cannot meet the responsibilities of Honor Council membership. In order to maintain confidentiality, the stricken student may still appear on the ballot but will not be eligible to serve.

Voting takes place under the Office of Student Life. Once voting is complete, the resulting vote totals are shared with the Director (but not yet the community at large). The top 12 eligible candidates are elected to the honor council for the subsequent year. In the case of a tie for 12th position, the Vice President for Student Affairs and the Director will 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 selectees are unable to complete their term of service. The Director will now provide the community with the list of selected students, but only the names (and not the vote totals or vote ranking) of those elected will be divulged.

All student terms are for one academic year.

11.3.2.3.2. Peer Advisors

A peer advisor is student member of the Honor Council selected by the Director to serve as a liaison for students suspected of academic misconduct. Responsibilities specific to the Peer Advisor role are:

- Providing accurate information to the suspected students about honor code and honor council processes, terminology and timelines.
- Providing accurate advice to the suspected student concerning his/her/their rights under the code. (See Sec. 11.1.3.2)
- Providing accurate information to the suspected student concerning their responsibilities under the code. (See Sec. 11.1.3.3)
- Receiving a suspected students claim of "responsible" or "not responsible" following the initial consultation and communicating that information to the Director.

A Peer Advisor may *not* do any of the following:

- Advise a suspected student on how they ought to plead.
- Serve as an advocate for the suspected student in a proceeding.
- Serve as a witness for the suspected student in a proceeding.
- Serve as a panelist any hearing involved in adjudication of the suspected student's case.
- Offer an opinion to the suspected student on the likely outcome of their case or on the likelihood of potential sanctions.

11.3.2.4. Removal of Honor Council Panelists

11.3.2.4.1. Removal From A Specific Proceeding

A panelist has the right to decline service on a specific proceeding if they do not believe that they can be impartial as regards the suspected student. The panelist may simply decline the invitation to the proceeding.

If a member of the Honor Council has substantive reason to believe that another panelist participating in a proceeding may not be impartial as regards the suspected student, they should contact the Director as soon as possible. If this concern comes to the Director's attention before a proceeding, the Director will consult with the panelist and determine whether they should participate in the proceeding. If the concern comes to the Director's attention during or after a proceeding, the proceeding need not stop or the resulting decision vacated. However, the reported concern will be included in the information provided to the Provost in the case of an appeal.

11.3.2.4.2. Removal From Honor Council Service

If any Honor Council member no longer meets the minimum qualifications for service, then they are no longer eligible to complete their term.

If there is substantive evidence that an Honor Council member is not upholding the trust and responsibility of service on the Honor Council (by, for example, breaching confidentiality), then a panel of no less than three members of the Advisory Panel will meet with the Director and the Honor Council member to determine whether or not the member may continue to serve. The decision carries by majority and is not subject to appeal.

11.3.3. Confidentiality

All business and activities of the honor council are confidential. Those within the bounds of confidentiality include all honor council members (not just those who served on a given case), honor council Director, administrative staff, academic support staff, and student life, staff athletic staff, faculty and program administrators, reporting party, reported student, witnesses, persons interviewed prior to or during an honor council case, community members harmed during an honor code violation, and the University counsel.

Confidentiality remains at the discretion of the reported party while an honor code case is open and after it has closed. In cases with multiple students, confidentiality is only at the discretion of the individual regarding their own case details and outcomes. In other words, reported students may not divulge any information about other reported students involved in their honor code case.

Should anyone outside the bounds of confidentiality receive information which is considered confidential, they will automatically be bound by confidentiality.

Members of the honor council who violate confidentiality requirements are subject to sanctions imposed by the honor council (see Sec. 11.3.2.4.2). Non-honor council Oglethorpe students who appear to have dishonored confidentiality may be charged with violating the code of student conduct, as described in Sec. 11.3.1. Faculty and staff who appear to have violated confidentiality requirements may have letters of reprimand filed with the Office of the Provost and/or the faculty or staff member's direct supervisor on behalf of the honor council.

11.3.4. Timelines for Case Resolution

11.3.4.1. Academic Business Day

Throughout the Procedures (see Sec. 11.2) of the Oglethorpe Honor Code, timelines for case resolution frequently reference an "Academic Business Day". This is defined as a day of week (not including weekends) during the Fall or Spring semester.

11.3.4.2. Cases Originating at the End of a Fall or Spring Semester

New cases submitted in the last days of the semester are not likely to be resolved before grades are due. If a case can't be resolved in the semester in which it was initiated, then the professor will assign a grade of "I" until the case it resolved at the beginning of the next Fall or Spring semester. (In some situations, a case filed at the end of the Spring semester may be resolved over the Summer semester. This, however, is not a guaranteed timeline, as it depends on the availability of Honor Council panelists to participate in the proceedings at a time of year in which the Honor Council is not in full operation.)

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 suspected student is no longer enrolled at that time, they will be given the opportunity to return to campus for the resolution process or participate remotely, in which case matters progress in the same way they would if the student were enrolled. If the student elects to not return to campus, or is unable to return to campus, then the resolution proceeds *in absentia.*

11.3.4.3. Cases Originating in the Summer

The term of the Honor Council panelists does not include the summer semester. However, if sufficient panelists are available, cases initiated in a summer semester course may be resolved before grades are due. Cases initiated in a summer semester but which cannot be fully resolved at that time will be heard in the following fall semester. As above, the professor will assign a grade of "I" until the case can be resolved.

11.3.4.4. Modification of the Published Timeline

There may be times when the suspected student 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 in the last days of the semester. In cases such as these, the student may request to have their case expedited. If the suspected student has requested and agreed to an expedited resolution process, then they cannot use the accelerated timeline as grounds for an appeal.

Additionally, despite best efforts, the Director may not be able to accommodate all cases in the published timeframe. If the Director can demonstrate a reasonable cause for the delay, then the extension of the published timeline would also not be grounds for an appeal.

11.3.5. Official Communication

All official honor council business will be conducted according to the University's communication policy, which states that "The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students." (Oglethorpe Bulletin, Sec. 3.6.1) Persons who miss an Honor Code-related event because of their failure to check their Oglethorpe email are solely responsible for any consequences.

11.3.6. Honor Code Review and Modification

As described in the Director duties (see Sec. 11.3.2.2.1.3), the Director will make regular reports to the Faculty regarding academic misconduct cases on campus. Ideally, this report will appear annually at the end of an academic year. It is the responsibility of the Director to provide data available since the last report.

The Director is also responsible for soliciting changes to the Honor Code. The honor code is owned by the Oglethorpe University community, as a collaborative effort between the students, faculty, and staff who maintain its academic integrity. Therefore, any member of the community may make recommendations for changes to the Director. However, the honor code's administration and operation falls to the faculty to support the integrity of the academic program, and therefore all changes must be voted on by the Faculty. That said, the faculty should consult with students and non-faculty personnel before any modification of the honor code is voted on.

The honor code should undergo a systemic revision or reaffirmation no less than every five years. However, the Director or the Provost may propose to re-evaluate the code at any time that the Oglethorpe community or broader academic landscape suggests a need to revisit the code's policies and procedures. Any modifications to the honor code are to be implemented starting the following academic year at the start of the fall semester.

11.3.7. 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.

12. Student Affairs

12.1. Division of Student Affairs

The offices and programs in the division of student affairs 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. Student affairs cultivates a campus environment that supports student success, belonging, and thriving. Central to these efforts are the University's strong commitment to a diverse, equitable, and inclusive learning environment. 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, Centre College, Millsaps College, Rhodes College, Sewanee (The University of the South), Southwestern University and Trinity University.

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 the University's rules and notify the Brookhaven police department or the appropriate legal entity about potential violations of the law. In addition, officers watch for suspicious activity and are trained on how to

handle emergencies, provide aid, and supply relevant information when necessary.

Officers on patrol perform their duties either on foot or in a vehicle. During their shift, officers are 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 https://oglethorpe.edu/life/support/safety/.

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 and the Georgia Board of Professional Counselors, Social Workers and Marriage Therapists, 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 are eligible for services during the semesters they are currently enrolled in classes.

The director of counseling services, who is a licensed psychologist, runs the center and coordinates all services. The assistant director and staff therapists are licensed professional counselors and certified

counselor supervisors. The graduate student interns 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. Therapeutic goals are established that guide the frequency of meetings.
- 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 student success, 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 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 https://oglethorpe.edu/life/support/wellness/counseling/.

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 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. The university 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 provides a diverse and nutritious menu, a space of community and friendship, and an educational environment. 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 their enrollment are required to have the commuter meal plan.

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.

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.

12.1.6. Emergency Contact

In the event of an emergency such as a life-threatening situation or serious illness, student affairs 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 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 assistant director of Greek life; these guidelines include a minimum cumulative GPA requirement.

For additional information, including Greek life policies, go to https://oglethorpe.edu/life/things-to-do/clubs-and-organizations/fraternities-and-sororities/.

12.1.8. Honors and Awards Presented to (or by) Students

Multiple awards are presented annually at Commencement, at the Honors and Awards ceremony, or during special programs held by the sponsoring organization. The Student Government Association purchases the awards for the Honors and Awards ceremony with the assistance of student engagement staff.

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 8:30-11:25 a.m. and 1:00-4:55 p.m.

A properly addressed letter or package to a resident student includes the mailbox number. An example of a properly addressed letter is:

Storm E. Petrel
4484 Peachtree Road, NE, #131
Brookhaven, 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 U.S.P.S. 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 by emailing petrelpass@oglethorpe.edu. If the student has 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 if it is as sensitive 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 https://oglethorpe.edu/life/housing-and-dining/housing/.

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, students have the responsibility to:

- Verbally express their views to the person(s) involved, should the students feel their 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 their behavior and that of their 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 vice president for student affairs. These staff members are student affairs professionals who work and in some campus 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 RAs live directly in the building, they are 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 Engagement

The mission of student engagement is to enhance the collegiate experience by offering intentional programming to create community, cultivate learning opportunities, and develop student leaders.

Student engagement promotes inclusion/diversity, Petrel pride, and well-being. Student engagement 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 engagement a minimum of seven business days prior to the event. Once the event has been confirmed, students may take advantage of the resources provided by the student engagement 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 the student body. The SGA administers a student activity fee that is assessed to all full-time TU. ADP funds are administered by student engagement. For more information, go to https://oglethorpe.edu/life/things-to-do/clubs-and-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 to ensure

compliance with University policies.

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.

For more information on student organizations, visit https://oglethorpe.edu/life/things-to-do/clubs-and-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 https://oglethorpe.edu/life/support/wellness/.

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.)
- 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.)
- Title IX Sexual Harassment (Sec. 14.)

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.

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 respect for the privacy, feelings and property of all members of the University community. Students are expected to display behavior that promotes welcome and prevents disruption to 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 as advisors to the Board of Trustees 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 student affairs to discuss student body concerns.

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, use an object as a weapon, 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, including 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.
- Abusive, harassing, or degrading language.
- 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 office of student rights and responsibilities. Designated 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, campus safety must be able to contact the student who is hosting the visitor 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, the student can confirm the occupants are invited guests. 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 https://oglethorpe.edu/life/support/wellness/health-services/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. Alcohol and Drug Policy

12.2.10.1. 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.

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.

12.2.10.2. Possession, use, or distribution of drugs may result in immediate suspension or expulsion from the University and notification of the Brookhaven Police Department. Possible sanctions for use and/or possession of drugs and/or paraphernalia are:

- First violation:
    - Sanctions may range from disciplinary probation until graduation to separation from the University.
    - Potential parental/guardian notification.
    - Educational drug program with reflection.
    - Fine up to $120 or restitution hours up to sixteen.
    - Possible suspension.
- Second violation:
    - Sanctions may include suspension for two semesters after incident.
    - Potential parental/guardian notification.
    - Referral to drug assessment and counseling.

12.2.10.3. 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 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.

12.2.10.4. 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.

12.2.10.5. 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 may 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.

12.2.10.6. 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. 12.2.10.1.).
- 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. 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.

12.2.11.1. Medical Amnesty Protocol

Under this policy, students seeking medical assistance for themselves during an alcohol or other drug-related emergency will not face formal disciplinary action by the office of student rights and responsibilities for the mere possession or use of alcohol or drugs. The sole reason for the student's intoxication being discovered by University personnel must be due to medical care being sought by the affected student. Additionally, student(s) or a student organization seeking medical assistance for another person during an alcohol or other drug-related emergency will not face formal conduct action for the mere possession or use of alcohol or drugs. Medical amnesty applies only to alcohol or other drug-related medical emergencies and students who seek medical amnesty may be held responsible for violating other policies, including but not limited to assault, property damage, or distribution of illicit substances. In cases where an individual or organization fails to seek emergency medical assistance when risk of harm is clearly indicated, formal disciplinary action may be taken against the individual(s) and/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 student rights and responsibilities 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 disciplinary record. If the student or student organization does not follow these stipulations, and/or the qualifications for medical amnesty are considered not met, the student or student organization may be subject to the conduct process as outlined in the code of student conduct. It is the expectation of the office of student rights and responsibilities that a student may qualify for the medical amnesty policy once; it is an opportunity for a student to learn from the incident and avoid such concerning behavior in the future. Therefore, after the first incident, the availability of medical amnesty to the student is at the discretion of the office of student rights and responsibilities. Students and student 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. Students who receive medical amnesty because they sought help for themselves or others may be required to complete educational activities related to health and wellbeing.

12.2.11.2. 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 and/or student organization seeking help from University personnel due to concerns of safety or health may be excused from code of student conduct charges related to violations discovered as a result of seeking help. University personnel includes, but is not limited to, student staff members who are formally responsible for monitoring assigned areas of campus.

In order to qualify for the Good Samaritan protocol, the student or student organization must seek help at the time of the incident and must meet with a representative from the office of student rights and responsibilities within 5 days of the incident and agree to comply with the conditions set forth by the representative. Students and student 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 code of student conduct case and the incident will not become part of the student's or student organization's disciplinary record. If the student or student organization does not follow the stipulations and/or the qualifications for Good Samaritan are considered not met, the student or student organization may be subject to the conduct process as outlined in the code of student conduct.

The 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.

Students who qualify for the Good Samaritan protocol may be required to complete educational activities related to health and wellbeing.

12.3. Policy On Sexual Misconduct and Title IX

Oglethorpe University's Title IX policy can now be found in Section 14 of this *Bulletin*. See Sec. 14.

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. Some forms of harassment

fall under the University's Policy Prohibiting Discrimination, Harassment and Retaliation. If the conduct is to be determined to fall within this policy, it will be used to resolve reports of violations rather than the Code of Student Conduct. See Sec. 3.3.3. for more information.

3. Conduct which threatens the mental health, physical health or safety of any person or persons including hazing, drug or alcohol abuse and other forms of destructive behavior.
4. Intentional disruption or obstruction of lawful activities of the University or its members including their exercise of the right to assemble and to peacefully protest.
5. Theft of or damage to personal or University property or services or illegal possession or use of the same.
6. 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. 12.2.10.).
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. Display any symbols of hate such as, but not limited to, Confederate flags and swastikas.
14. 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.
15. 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

All students are responsible for knowledge of the Code of Student Conduct and other applicable policies when they enroll in the University. 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 vice president for student affairs (or designee) prior to the commencement of and during official conduct proceedings. This decision will be made if the determination is made 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 by the vice president for student affairs (or designee) prior to the commencement of and during official conduct proceedings. The decision will be made if it is determined that the safety and well-being of the student and/or University community is at risk. Students who are placed on interim suspension will receive written notice, an opportunity to present evidence, and an opportunity to appeal the decision to an impartial staff member designated by the University.
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. Students who are accused of allegedly violating the code of student conduct may have their case heard administratively. This informal hearing will be conducted by a conduct officer.
2. While most alleged violations will be handled informally, the chief conduct officer may choose to forward the alleged violation directly to a conduct board for formal resolution.

3. The purpose of the hearing will be to determine and/or verify the facts surrounding the act(s) or incident(s) that led to the alleged violation, to determine whether the responding student or student organization is responsible, and, if applicable, to decide on appropriate sanctions. The responding student or student organization will have the right to hear the evidence presented and to present evidence on their own behalf.
4. During an informal hearing the responding student or student organization will hear the charges and any reasonable sanctions if the responding party is found responsible. If the responding student or student organization accepts responsibility and all parties agree to the sanction(s), the resolution will be confirmed in an official outcome letter from the office of student rights and responsibilities.
5. If the responding student or student organization denies the allegations or does not accept the proposed sanction(s), the case will be forwarded to a hearing board for a formal resolution.
6. All hearings will take place in private and the proceedings will be limited to those persons permitted in these procedures.
7. During hearings, the responding party may have a member of the University community present as an advisor. If the reporting party appears as a witness, they may have a member of the University community present as an advisor. All participants in the hearing are responsible for presenting their own information and therefore advisors are not permitted to speak or participate directly in the proceedings.
8. 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 hearing board or conduct officer during a hearing. Names of witnesses must be presented to the office of student rights and responsibilities at least three (3) business days prior to the hearing.
9. Reporting parties (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 reporting parties and other witnesses to present testimony to the conduct board apart from the responding student or student organization, if concerns exist for the safety, well-being and/or fears of confrontation. The decision to provide such accommodations will be made at the sole discretion of the chief conduct officer.
10. The proceedings of hearings may not be recorded electronically or by other means by the responding party, reporting party, advisor or witnesses.

F. Student Conduct 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. The assistant director for student rights and responsibilities has the primary role in overseeing student discipline and student conduct procedures, although time and circumstance may necessitate the direct involvement of the vice president for student affairs.

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 conduct 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 chief conduct officer a range of sanctions including, but not limited to,

fines, assigned restitution hours, oral or written reprimands, social or disciplinary probation, suspension, or expulsion. The faculty-staff conduct board recommends to the chief conduct officer a range of sanctions 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 conduct 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.

The student conduct board (SCB) falls under the supervision of the office of student rights and responsibilities. The SCB 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. The office of student rights and responsibilities is 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. The office of student rights and responsibilities 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.

1. The SCB will hear cases for the following conditions:
    a. The responding party has not accepted responsibility for the alleged violation and/or does not accept the sanctions proposed by the assigned conduct officer.
    b. The violations are of a serious degree, multiple in number or unusual in nature.
2. 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 recommend sanctions up to and including suspension or expulsion from the University. The vice president for student affairs (or designee) must review and decide on any suspension or expulsion recommendations. The SCB may also design sanctions that are educational in nature and related to the finding of facts of the case.

The faculty-staff conduct board (FSCB) is comprised of at least three members of the faculty and staff organized by the chief conduct officer.

Sanctions

In addition to the specified, impermissible behavior (see Sec. 12.4.B.), the following conduct may be referred to the conduct process if it disrupts the educational mission of the University: disturbing the peace; creating a threat to safety; 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 disciplinary action by the University. Particularly, see Sec. 3.4.4.

G. Conduct Procedures

1. Any member of the University community may report allegations of misconduct against a student or student organization for violations of the code of student conduct. All reports shall be made in writing

and directed to the office of student rights and responsibilities to ensure all students/student organizations are afforded a fair process.

2. The chief conduct officer will determine whether or not enough information exists to pursue the matter through the University conduct process.
3. If the matter is to be pursued, written notification will be sent to the accused student or president of the organization noting the complaint, the applicable potential violations and a brief summary 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, or other administrative actions.
5. If a student or student 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 complete the conduct process as well as apply for readmission. Withdrawal with a pending conduct process may be noted on a student's transcript.
6. If an informal resolution is agreed to by the responding party and the assigned conduct officer, the student shall be 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 responding party with the 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 hearing board's recommendation and the conduct officer's confirmation is available for the responding party within five business days of the hearing.
9. The responding party may appeal the decision of the judicial board to the vice president for student affairs, 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. Rules of evidence and the criminal standard of proof do not apply. Hearsay is permissible. The burden of proof will rest with the charging party 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 student, group of students or student organization for violations of the code of student conduct and related University policies:

1. Verbal warning: The student or student organization shall be warned verbally by the assigned conduct officer that they have 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 or student organization receives a formal reprimand in writing that they have 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 assigned 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 or student organization 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 assignments and projects may be assigned as well.
6. Restrictions: These include sanctions imposed that are appropriate for the violation. 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 hearing board or the assistant director of student rights and responsibilities.
7. Parental notification: Verbal 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 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 primary purpose of probation is to restrict privileges and to determine whether 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 assigned conduct officer. The types of probation being referenced here are 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, activities, or programs.
b. Residential probation: This status indicates that a student or student organization is no longer in good standing within the University residential living programs 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 student 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 or student organization 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 vice president for student affairs, 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 legal system may also be placed on interim suspension pending the outcome.
11. Suspension: A suspended student or student organization is prohibited from any presence, participation, or activity on University owned or controlled property.
12. Expulsion: Permanent loss of all privileges of being a part of the Oglethorpe University community. Please see Sec. 6.24.5. for details concerning expulsion. This is the most severe form of disciplinary action the University conduct system can impose.

I. Appeals

1. Decisions of the hearing board may be appealed in writing to the vice president for student affairs, within 24 hours of the written decision being sent to the appropriate party/parties. The vice president may appoint a designee to ensure a timely and impartial review of the appeal.
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 on 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, they will be required to serve) any of the following sanctions: restriction(s), social probation, residential probation, disciplinary probation, residential restriction, interim suspension, suspension, or expulsion.

A student cannot return to conduct good standing if:

- The student is expelled for academic or personal conduct ; 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 235 Black Intellectual Thought (4 hours)
This course traces black races' intellectual production through thinkers who demand/ed recalibration and reconfiguration of deeply embedded assumptions and practices. In this way we come to understand the politics of difference. The terms Black and black races cover not only thinkers here in the U.S., but key Black thought around the world, and therefore reveal differences between and among groups of Black people. The various forms of human affirmation are connected through major historical and thematic links such as Black feminisms, the modern world and the Black condition, Black intellectual labor in the U.S. university, critiquing 'progress' narratives and more. We will look at U.S. cultural and intellectual history in comparative context alongside the histories of other nation-states founded by European colonists. When we validate Black thought, we counter the so-called norms that have been structurally ingrained in society and in university curricula and we also strengthen the whole fabric of intellectual thought by its contribution. Cross-listed as HIS 235 and WGS 235.

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 306 Race & 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 or AAS 100. Cross-listed as SOC 306.

AAS 307 Elites and 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. Cross-listed as SOC 307.

AAS 340 African American Discourses and Criticism (4 hours)
Students will explore various African American discourses and how Black communities have used symbols rhetorically to construct and reconstruct images of themselves, advance social justice platforms for all, and as a means of survival. African American rhetoric is a unique discursive style birthed out of Western language and Black experience. Prerequisites: COM 105 or AAS 100. Offered alternate fall semesters. Cross-listed as COM 340.

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 355 Introduction to Queer Studies and Queer of Color Critique (4 hours)
Building upon the rich theoretical traditions of woman of color feminism and queer theory, queer of color critique is a broadly interdisciplinary field focused on the intersections of identities and oppression. By engaging its critical lineages, methodologies, and exciting new areas of inquiry, we'll learn in this course to interrogate structures of power and dream up more livable worlds. We'll theorize what it means to survive, to be recognized, and to be free, and we'll dream up concrete ways to build the better worlds we imagine.
Prerequisite: WGS 101. Offered alternate fall semesters. Cross-listed as WGS 355.

AAS 406 French & 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. Prerequisites: SPN/FRE 301 or AAS 100. Cross-listed as SPN 406 and FRE 406.

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 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.

<table>
<tr><th colspan="4">INTERNSHIP REQUIREMENTS</th></tr>
<tr><td colspan="2">Hours worked per credit hour: 30
Learning objectives: Required
Reflective journal: Required (guiding questions to be provided)</td><td colspan="2">Resume: Required
Presentation: Required*</td></tr>
<tr><td rowspan="2">Academic Writing:</td><td rowspan="2">• 5 pages for 1-4 credits
• 10 pages for 5-8 credits
• 15 pages for 9-12 credits

NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</td><td>Approvals:</td><td>• Career Development
• Internship’s Faculty Supervisor
• Student’s Academic Advisor</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 website.)</td></tr>
</table>

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. Offered every fall.

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. Offered every fall.

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. Offered fall of even years. <u>A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.</u>

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 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. Offered spring of even years. 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 camera, to be brought to the first class meeting. Offered every semester. 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. Offered every fall.

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. Offered spring of odd years. 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 semester. 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. Offered spring of even years.

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. Offered fall of even years.

ART 150 Introduction to Media 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. Cross-listed as FMS 150. 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 175 Introduction to Web Design (4 hours)
This hands-on course emphasizes foundational design principles and website management. Students will learn how to plan, produce, and operate both personal and professional websites. By incorporating user experience, design standards, and visual hierarchy, students will gain an understanding of leading web design applications and software, culminating in the creation of an interactive personal website. Prerequisites: None. Offered every semester. Cross-listed as COM-175 and FMS-175.

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. Offered every spring. 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. Offered every spring. 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. Offered irregularly. 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 irregularly. 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. Offered every fall. Prerequisite: FMS 150 or ART 150. 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)
The course will culminate in a portfolio. In building the portfolio, students experience various concepts, techniques, and approaches designed to help them demonstrate their abilities and versatility with techniques, problem-solving, and ideation. The portfolio is developed within a concentration that investigates an idea of personal interest for each student. The course will introduce new photographers, digital artists, artists, and more sophisticated techniques as points of departure to create work that reflects that student's vision and voice. By exploring photographic and digital media with the camera and computer, students will develop a body of work that reflects a range of problem-solving and ideation and develop versatility with techniques to demonstrate their abilities. Students will research, keep art journals, have class critiques, individual critiques, and artistic dialogues to inspire them as they discover their work. There are project requirements, but projects are open-ended enough for students to develop their styles and modes of expression. The development of the portfolio is an ongoing process that uses informed and critical decision-making to assemble a body of works. Work and ideas are expected to be of high quality in thought, process, and product. Offered spring of even years. Prerequisite: ART 115 Introduction to Digital Photography. 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. Offered fall of odd years. 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. Offered spring of odd years. 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 218 Introduction to Archival Studies (4 hours)
The purpose of this course is to introduce, examine, and understand core components, concepts, and methods of the archives, records, and manuscripts profession. The course seeks to explore basic theoretical issues and archival principles as well as provide insight into their practical application. Students will gain an overall understanding of the archival profession in the United States and be introduced to the many technologies currently impacting the profession. Offered fall of odd years. Prerequisite: none. Cross-listed as HIS-218.

ART 220 Compositions in Photography (4 hours)
This course allows students to explore photography into a more intentional and refined image-making process. Using digital cameras, students will further their abilities and gain a highly functional understanding of essential camera skills and photographic principles and learn to maintain proper exposure, focus, and effective control over the camera. Students will advance their digital studio skills, including digital workflow management, online portfolio maintenance, Photoshop techniques, inkjet printing methods, and image projection. Students will also expand their critique skills, learn to frame and present their work in a gallery, and practice writing artist statements. Each exploration challenges students to think conceptually, develop an eye for strong composition and quality of light, and make images that start conversations. Throughout the term, student photographers build their voice, an online portfolio based on a series of thematic and experimental photo explorations. Offered irregularly. Prerequisite: ART 115 Introduction to Digital Photography. 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 225 Women, Art, & Society: Women Artists (4 hours)
This course is a survey of women artists from prehistory to the present. Throughout the semester, we will examine women's art and women artists to understand the circumstances that affected women's access to art education, patronage, and exhibition opportunities. We will also discuss social, economic, intellectual, and political developments that have shaped women artists and their art. Offered fall of odd years. Prerequisite: COR-104 OR WGS-101. Cross-listed as WGS-225.

ART 240 Introduction to Graphic Design (4 hours)
This Studio Art course introduces students to the field and practice of graphic design. Throughout the course of the semester, students will explore design principles, methods, and applications. In addition, students will learn techniques for effective visual communication, integrating type and graphic elements, and using both Adobe design software and traditional media to create compelling print and digital graphics projects. Offered every fall. Prerequisite: Any 100-level Studio Art Course.

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. Offered fall of odd years. It is recommended that students take COR 104 before taking this course.

ART 270 History of Photography (4 hours)
This course is a one-semester survey of the history of photography from its beginnings in the 1830s to contemporary practices of photographers and artists. The course will familiarize students with photographic technologies within the context of its history. The primary task of the course will be to develop visual literacy and familiarity with the complex and contradictory genres and social functions of photographic image production. Course readings and lectures will address photography's multiple histories: as artistic medium, as social text, as technological adventure, and as cultural practice, which reflect an unstable status of the photographic object that negotiates discourse and documentation. Offered spring of even years.

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. Cross-listed as FMS 275.

ART 285 Introduction to Animation (4 hours)
This course combines art and digital media, providing students with the tools and techniques to create original animations, starting from concept to completed animated film. Students learn the principles of animation, as well as drawing and storyboarding techniques, and become adept at using industry standard digital animation

software (Adobe Photoshop, Animate, and AfterEffects). Prerequisite: FMS 150. Offered every spring. Cross-listed as FMS 285. 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 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. Offered odd falls. It is recommended that students take COR 104 before taking this course.

ART 302 Advanced Painting (4 hours)
Students will build upon prior experiences in Intermediate Painting and be guided to set parameters for individual inquiry in their work. Emphasis will be on personal imagery and control of formal issues to express the students' ideas. Each student will be expected to develop ideas and themes in a cohesive body of work. Offered fall of even years. 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. Offered fall of even years. It is recommended that students take COR 104 before taking this course.

ART 320 18th and 19th Century European Art History (4 hours)
This course focuses on the major artists and movements of the 18th and 19th 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. Offered spring of odd years. 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. Offered spring of odd years. 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 and 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. Offered spring of odd years. 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 19th 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. Offered every spring. 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. Offered fall of even years. 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. Offered every spring. Prerequisite: Graduating Senior Studio Art Majors and Studio Art Minors only. 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 460 Space, Place, and Public Memory (4 hours)
Students will explore the relationship between space, place, memory, and power from a rhetorical conception. Space can be understood as both a symbol of community identity and as a canvas for individuals to represent their identity. We will explore the ways people creatively use space in cities as narrative to share identity, history, and culture, and to contest marginalization. Prerequisites: COM 105 or WGS 101 or COR-104. Offered spring of even years. Cross-listed as COM 460 and WGS 460.

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 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 for students planning to pursue a Biology major: BIO 111. A non-refundable laboratory fee is billed to every student who is registered for this course at the end of the drop/add period.

BIO 111 Biostatistics (3 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. (See Sec. 6.15.) A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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). Prerequisite or co-requisite: CHM 201 (with laboratory, CHM 201L). 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 laboratory 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 microorganisms with a focus on prokaryotes, particularly bacteria. The morphological, metabolic, and genetic characteristics are explored and utilized for identification in the laboratory. Consideration is also given to phylogenetic relationships, and taxonomy, establishing relationships among microbes. Includes lecture and laboratory. Laboratory work includes cultivation and identification of an unknown microorganism. Usually offered annually in the spring. Prerequisites: BIO 110 and CHM 101 (with laboratory, CHM 101L). A non-refundable laboratory 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 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. Prerequisite: BIO 110. 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 laboratory 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. BIO 224 is an SL-X designated course requiring each student to perform 25 hours of course-related volunteer work. A non-refundable laboratory 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 presentation on a topic of biological interest (from the scientific primary literature). Offered annually in the spring and occasionally in the fall. Prerequisites: BIO 110, BIO 111, and sophomore or higher standing.

BIO 260 Avian Ecology (5 hours)
This course uses traditional natural history and modern quantitative biology to explore the factors that dictate bird distributions, especially those in urbanizing landscapes. The modes of exploration include field observation around campus, discussion of readings, lecture, design/completion/presentation of field research, interview of practitioners, and completion of in-lab exercises. Usually offered biennially in spring of odd years. Prerequisites: BIO 110 and BIO 111, and sophomore or higher standing. A non- refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

BIO 280 Conservation Biology in Hawaii (4 hours)
This course is a field-based, intensive version of BIO 380 Conservation Biology that focuses 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 terrestrial, wetland, and coastal marine ecosystems. The course is comprised of ~three introductory lectures/discussion and a ~13-day learning adventure in the Hawaiian archipelago. Usually offered biennially in January of odd years. Prerequisites: Declared Biology Major or Minor or Environmental Studies Minor, at least sophomore standing, instructor's permission, and paid trip fee.

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: BIO 110 and CHM 101 (with laboratory CHM 101L). A four or five credit hour offering of this course will count in "Category A – Cellular & Molecular" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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. Prerequisite: BIO 110. A four or five credit hour offering of this course will count in "Category B – Organismal" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student

who is registered for this course at the end of the drop/add period.

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. Prerequisite: BIO 110. A four or five credit hour offering of this course will count in "Category C – Ecological" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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 may count toward requirements for category A, B or C electives or may not count in any of the prescribed categories of the Biology major's degree requirements as indicated at the time of registration. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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). Junior or senior standing and co-registration in BIO 201 and CHM 201 (with laboratory, CHM 201L) may be acceptable prerequisites with instructor's permission. A non-refundable laboratory 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). A non-refundable laboratory 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). A non-refundable laboratory 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 ENV 320. Prerequisite: At least sophomore standing. A non-refundable laboratory 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 or corequisite: BIO 201. A non-refundable laboratory 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. 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: BIO 201 and one elective in the relevant area (Category A, B, or C); junior or senior standing. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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). A non-refundable laboratory 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). A non-refundable laboratory 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 201 and junior or senior standing. A non-refundable laboratory fee is billed to every student who is registered for this course at the end of the drop/add period.

BIO 450 Genetic Engineering (5 hours)
This seminar-style course focuses on the primary literature- learning several molecular genetic techniques and the cutting-edge biotechnology used to genetically engineer an organism. The lab portion of this course is dedicated to a novel cloning research experience that is in synergy with faculty research. Prerequisite: BIO 201. A non-refundable laboratory fee is billed to every student who is registered for this course at the end of the drop/add period.

BIO 455 Research in Epigenetics (4 hours)
This class is a course-based undergraduate research experience (CURE) delivered primarily in a laboratory setting. With guidance from a practicing researcher, students will be introduced to current topics in chromatin and epigenetic inheritance using lectures and readings in the primary literature. The majority of coursework will consist of novel research using *C. elegans* as a model. Prerequisites: BIO 201, CHM 201 (with laboratory, CHM 201L) and junior or senior standing. A non-refundable laboratory 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: BIO 201 and junior or senior standing. A four or five credit hour offering of this course will count in "Category A – Cellular & Molecular" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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: BIO 201 and junior or senior standing. A four or five credit hour offering of this course will count in "Category B – Organismal" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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: BIO 201 and junior or senior standing. A four or five credit hour offering of this course will count in "Category C – Ecological" for the Biology major's degree requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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: BIO 201 and junior or senior standing. This course will not count in any of the prescribed categories of the Biology major's degree

requirements. A non-refundable laboratory fee may be billed to every student who is registered for this course at the end of the drop/add period.

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 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 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 215 Strategic Communication Practicum (4 hours)
This course allows students to apply knowledge about Public Relations and Marketing to develop and implement a campaign for a real client. Students will function as a Strategic Communications firm, taking on the roles that exist in the professional world. Students may take this class once at both the 215 & 415 level and both instances would count towards the COM or BUS major. Additional instances of the class would count as elective credits toward the overall degree (not the major). Prerequisite: COM 270 or one Marketing course. Cross-listed as COM 215.

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. Excel is integrated throughout the course allowing students to enhance their Excel skills.

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 296 Student Investment Fund (2 hours)
Students will learn how to evaluate and differentiate among investment alternatives. Students will develop skills with multiple analytical techniques associated with building an investment portfolio. The student's work in this course will result in actual investments into the live market. The experience is open to students from any academic background with no prior investment experience required. May be repeated for credit up to six hours.

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 230; and either (BUS 275 and ACC 231) or (MAT 345 and CSC 180).

BUS 325 Advanced Business Analytics (4 hours)
This course provides the foundations for true quantitative business analysis. We will learn to use a proper analytic workflow; get real data into an analytical program; transform and wrangle the data into a useable form; explore the data with visualization and predictive modeling; and communicate results. Prerequisite: 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-profit firms. Prerequisite: BUS 350.

BUS 355 Data Visualization (4 hours)
This course focuses on how to use art and science to turn data into easily consumable information by exploring how to design and create data visualizations. This involves evaluating the effectiveness of visualizations in order to develop best practices with regard to designing, organizing raw data, and creating data visualizations. Prerequisite: BUS 275.

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: BUS 260.

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: BUS 260.

BUS 370 International Business (4 hours)
This course is designed to acquaint the student with the problems encountered in conducting business outside one's own country and to provide a basis for evaluating the impact on business activities of changing economic, political and cultural factors. Cases will be used throughout the course to give the student experience with the problems and advantages of doing business across national frontiers. Current topics in international business will be used to highlight business challenges and institutional decision making in an international setting. Prerequisite: BUS 260.

BUS 375 International Marketing (4 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.

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: BUS 260.

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 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 415 Strategic Communication Practicum (4 hours)
This course allows students to apply knowledge about Public Relations and Marketing to develop and implement a campaign for a real client. Students will function as a Strategic Communications firm, taking on the roles that exist in the professional world. Students may take this class once at both the 215 & 415 level and both instances would count towards the COM or BUS major. Additional instances of the class would count as elective credits toward the overall degree (not the major). Cross-listed as COM 415. Prerequisite: COM 270 or one Marketing course.

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: BUS 362.

BUS 469 Strategic Management (4 hours)
Strategic management in domestic and international organizations. This course is the capstone integration course for the business program. Students learn strategic management tools and will learn to exercise integrative 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.

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.

<table>
<tr><th colspan="4">INTERNSHIP REQUIREMENTS</th></tr>
<tr><td colspan="2">Hours worked per credit hour: 30
Learning objectives: Required
Reflective journal: Required (guiding questions to be provided)</td><td colspan="2">Resume: Required
Presentation: Required*</td></tr>
<tr><td rowspan="2">Academic Writing:</td><td rowspan="2">• 5 pages for 1-4 credits
• 10 pages for 5-8 credits
• 15 pages for 9-12 credits

NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</td><td>Approvals:</td><td>• Career Development
• Internship's Faculty Supervisor
• Student's Academic Advisor</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 website.)</td></tr>
</table>

CDE (Career Development and Exploration)

CDE 201 Career Development and Exploration (1 hour)

During this semester long 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 proficiency 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.

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 proficiency 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 Physical Chemistry I (4 hours)
Physical Chemistry I is the first semester of a two-course sequence. This two-semester sequence is a systematic study of the foundations of physical chemistry. Topics include principles of classical and statistical thermodynamics, chemical kinetics, quantum mechanics, and spectroscopy. Prerequisites: MAT 233, CHM 202 and PHY 202 with a grade of "C-" or higher in each course. Co-requisite: CHM 301L.

CHM 301L Physical Chemistry Laboratory I (1 hour)
Intended to complement the Physical Chemistry I lecture course, this course provides the student with an introduction to physical-chemical experimentation. Co-requisite: CHM 301. A non-refundable fee is billed to every student who is registered for this course at the end of the drop/add period.

CHM 302 Physical Chemistry II (4 hours)
Physical Chemistry II is the second semester of a two-course sequence. This two-semester sequence is a systematic study of the foundations of physical chemistry. Topics include principles of classical and statistical thermodynamics, chemical kinetics, quantum mechanics, and spectroscopy. Prerequisites: CHM 301 and CHM 301L with a grade of "C-" or higher in each course. Co-requisites: CHM 302L.

CHM 302L Physical Chemistry Laboratory II (1 hour)
Intended to complement the Physical Chemistry II lecture course, this course provides the student with an introduction to physical-chemical experimentation. Co-requisites: 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 Quantitative Analysis (4 hours)
An introduction to 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 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 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: CHM 202 with a grade of "C-" or higher. 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 442 Computational Chemistry (5 hours)
A combined lecture-lab course in which students will (1) perform standard computational task such as geometry optimizations, transition state calculations, and free energy calculations; (2) critically evaluate the quality and applicability of computational methods and results in scientific literature; and (3) conduct a research project in computational chemistry. Prerequisite: CHM 202 with a grade of "C-" or higher.

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. Prerequisites: None. Offered every fall semester.

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. Prerequisites: None. 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 examination of the products and processes of the media, students will learn will develop critical media literacy. Prerequisites: None. 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 175 Introduction to Web Design (4 hours)
This hands-on course emphasizes foundational design principles and website management. Students will learn how to plan, produce, and operate both personal and professional websites. By incorporating user experience, design standards, and visual hierarchy, students will gain an understanding of leading web design applications and software, culminating in the creation of an interactive personal website. Prerequisites: None. Offered every semester. Cross-listed as ART 175 and FMS 175.

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 215 Strategic Communication Practicum (4 hours)
This course allows students to apply knowledge about Public Relations and Marketing to develop and implement a campaign for a real client. Students will function as a Strategic Communications firm, taking on the roles that exist in the professional world. Students may take this class once at both the 215 & 415 level

and both instances would count towards the COM or BUS major. Additional instances of the class would count as elective credits toward the overall degree (not the major). Prerequisite: COM 270 or one Marketing course. Cross-listed as BUS 215.

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. Prerequisites: None. Offered alternate spring semesters.

COM 230 Social Media Strategy and Analytics (4 hours)
The goal of this class is for students to gain an understanding of how social media works as a tool for communication. 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 students understand how to be successful on social media platforms whether branding themselves or an organization. Prerequisite: COR 102. Offered every fall semester.

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. Prerequisites: None. Offered every Fall semester.

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 FMS 150 or ART 150. 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. Prerequisite: COR 102. Offered alternate spring semesters.

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. Prerequisite: COM 120. Offered every fall semester.

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. Prerequisites: None. 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. Prerequisite: COM 120. 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. Prerequisite: COR 102. Offered alternate fall 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 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 Practice (4 hours)
This course is designed to enable students to analyze the role of social media in society and apply their

learning to a real-world situation. Through an out of class (virtual or in-person), service-learning project, students will have a pragmatic experience of evaluating and designing a digital media strategy for a non-profit or business. Prerequisites: COM 230. Offered every spring semester.

COM 340 African American Discourses and Criticism (4 hours)
Students will explore various African American discourses and how Black communities have used symbols rhetorically to construct and reconstruct images of themselves, advance social justice platforms for all, and as a means of survival. African American rhetoric is a unique discursive style birthed out of Western language and Black experience. Prerequisites: COM 105 or AAS 100. Offered alternate fall semesters. Cross-listed as AAS 340.

COM 350 Feminist Discourses and Criticism (4 hours)
Students will explore various feminist discourses and apply modes of feminist criticism to various speech acts. We will survey feminist rhetoric, social, and political theories, learning to read rhetorical texts from varied orientations. Recognizing the intersectionality in feminism, we will critically engage with Black, Western, queer, Asian, Chicana, and postcolonial feminist discourses. Prerequisites: COM 105 or WGS 101. Offered alternate fall semesters. Cross-listed as WGS 350.

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 as 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. Offered alternate spring semesters.

COM 415 Strategic Communication Practicum (4 hours)
This course allows students to apply knowledge about Public Relations and Marketing to develop and implement a campaign for a real client. Students will function as a Strategic Communications firm, taking on the roles that exist in the professional world. Students may take this class once at both the 215 & 415 level and both instances would count towards the COM or BUS major. Additional instances of the class would count as elective credits toward the overall degree (not the major). Prerequisite: COM 270 or one Marketing course.

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 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. Prerequisites: COM 120 and COM 270. Offered alternate spring semesters.

COM 460 Space, Place, and Public Memory (4 hours)
Students will explore the relationship between space, place, memory, and power from a rhetorical conception. Space can be understood as both a symbol of community identity and as a canvas for individuals to represent their identity. We will explore the ways people creatively use space in cities as narrative to share identity, history, and culture, and to contest marginalization. Prerequisites: COM 105 or WGS 101 or COR-104. Offered alternate spring semesters. Cross-listed as ART 460 and WGS 460.

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. Prerequisites: COM 105 and COM 120. Offered alternate fall semesters.

COM 480 Persuasion and Social Movements (4 hours)
Students will be introduced to the role persuasion and performance play in social movement, assessing the rhetorical history of a social movement, and speaking for social change. Through advanced public speaking and research assignments, students will engage in communicating for public advocacy on a social issue of their own interest. Prerequisites: COM 105 and COM 110, or WGS 101. Offered alternate spring semesters. Cross-listed as WGS 480.

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.

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 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 in texts spanning from the ancient to modern times. Cultivating appreciation of the texts' historic and cultural context, students will hone in their writing skills with draft revisions and in-depth instruction of the writing process. The authors considered in the courses may include Plato, Sophocles, Shakespeare, Cervantes, Dostoevsky, and Morrison in conversation with works of each instructor’s choosing.

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 20th 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 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, Confucius, Locke, Smith, Tocqueville, Marx, Weber and Du Bois are read, in conversation with works of each instructor's choosing.

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 construct the histories of significant periods in human history. The first semester focuses on cultural worlds of premodernity. 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 350 Core Elective
The Core Elective is designed to encourage stronger, and more explicit, connections between discipline-specific courses and themes discussed in the first two years of the Core Program regarding the relationship between self and society. This course may be taken as a substitute or an equivalency for *either* COR 301 *or* COR 302, but not both, and will similarly allow for more advanced instruction of analytical and methodological skills. Students are expected to have completed COR 101, 102, 201, and 202 before enrolling in a Core Elective course. Students may not combine the Core Equivalency for Study Abroad with the Core Equivalency for Core Elective Courses to fulfill their 300-level Core requirements; at least one of either COR 301 or COR 302 must be taken at Oglethorpe.

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)
An appreciation and understanding of scientific thought and its role in society is essential. This course examines feedback between science and society and cultivates informed consumers of science by considering the history, philosophy and practice of science. The 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 this course seeks to equip the student with the necessary tools to appreciate the interplay of scientific thought and society in our lives.

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 180 Modeling via Excel and R (2 hours)
This course provides an introduction to mathematical modeling using the software tools Excel and R. Students learn both the spreadsheet and statistical software methodologies of thinking as well as proficiency with both software tools. Examples of the types of models built are accounting models, financial models, and various types of regression models. Offered the spring semester of odd years and regularly in the January Term. Prerequisite: None.

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 (4 hours)
This course introduces the student to the fundamental techniques of problem solving and algorithm construction. The student will design, test, and complete several programming projects. Topics include data types, file manipulation, methods, parameters, visibility, classes, control structures, arrays, enumerated types, object-oriented programming, inheritance, polymorphism, and basic software design and testing. The computer language used in the course will be at the discretion of the instructor but the same for any given semester. Offered every fall semester. Corequisite: CSC 201L.

CSC 201L Introduction to Programming Laboratory (1 hour)
This lab component complements the material covered in CSC 201 that week and includes hands-on work with the above topics as well as debugging, function design, and class design. The computer language will be the same as the one used for that semester in CSC 201. Offered every fall semester. Corequisite: CSC 201.

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 230 Introduction to Software Engineering (4 hours)
This course focuses on techniques used in large scale scientific or technical software development, including requirements analysis, specification, systems design, implementation, testing, validation, verification, and maintenance. Offered fall semesters. Prerequisite: CSC 202 with a grade of "C–" or higher.

CSC 270 Computer Organization (4 hours)
This course introduces the principles of computer architecture and assembly and machine language. Topics include binary and hexadecimal arithmetic, signed and unsigned arithmetic, memory organization, addressing modes, procedure calls, the stack frame, floating point unit and instruction encoding, as well as writing assembly language programs. Offered every fall semester. Prerequisites: CSC 201 with a grade of "C-" or higher, MAT 210 OR MAT 241 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 300 Programming Language Concepts (4 hours)
This course focuses on the structure of programming languages. Topics include fundamental programming language concepts, including syntax versus semantics, binding time, scopes, and storage management. Offered even fall semesters. Prerequisites: CSC 202 with a grade of "C–" or higher, CSC 270 with a grade of "C–" or higher.

CSC 320 Analysis of Algorithms (4 hours)
This course focuses on the theory of efficient algorithms. Topics include: techniques for designing efficient algorithms; analysis of algorithms; lower bound arguments; algorithms for sorting, selection, graphs, and

string matching. Offered every spring semester. Prerequisite: CSC 202 with a grade of "C-" or higher, MAT 210 OR MAT 241 with a grade of "C-" or higher.

CSC 335 Object-Oriented Design Project (2 hours)
This course focuses on application of their previous coursework to work together as a team to complete a project in consultation with the instructor. Each group project includes following sound software engineering practices to complete an appropriate project. Every J-Term and Even-year Springs. Prerequisite: CSC 230 with a grade of "C-" or higher.

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.

CSC 496 Senior Seminar in Computer Science (2 hours)
This course stresses the communication of ideas in Computer Science – both in written and oral forms. Content will be appropriate for a senior level course in areas like machine learning, artificial intelligence, theory of computation, and cloud computing. Course topics will be chosen taking into consideration recent offerings and the needs of the Oglethorpe community. Offered every spring semester. Prerequisites: CSC 202 with a grade of "C–" or higher, MAT 210 OR MAT 241 with a grade of "C-" or higher, and Senior Computer Science major standing.

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, government regulation of business, labor organizations, and international trade will be addressed using elementary microeconomic models.

ECO 122 Principles of Macroeconomics (4 hours)
The changing economic system with its developing problems is studied from the simple circumstances of Colonial times, through the emergent industrialism of the middle period, to the complex, specialized, and diverse conditions of today. This includes an introductory survey of aggregate economic principles. The scope and method of economics, basic supply and demand theory, and national income theory are intermeshed.

ECO 200 Independent Study in Economics (1-4 hours)
This course 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, Institutionalist, 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 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 fall. Prerequisite: ECO 120, ECO 122, and BUS 275. Co-requisite: ECO 429L.

ECO 429L Econometrics Lab (1 hour)
The lab is designed to support student learning of econometric theory in Econometrics (ECO-429) through hands-on practice of creating and estimating linear regression models as well as testing and interpreting the regression results. Students will gain experience in data analysis by utilizing familiar and new software, strengthening their quantitative skills. Offered every fall. Co-requisite: ECO 429.

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 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.

<table>
<tr><th colspan="4">INTERNSHIP REQUIREMENTS</th></tr>
<tr><td colspan="2">Hours worked per credit hour: 30
Learning objectives: Required
Reflective journal: Required (guiding questions to be provided)</td><td colspan="2">Resume: Required
Presentation: Required*</td></tr>
<tr><td rowspan="2">Academic Writing:</td><td rowspan="2">• 5 pages for 1-4 credits
• 10 pages for 5-8 credits
• 15 pages for 9-12 credits

NOTE: Work Product in lieu of Academic Writing requirement is <u>not</u> acceptable.</td><td>Approvals:</td><td>• Career Development
• Internship’s Faculty Supervisor
• Student’s Academic Advisor</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 website.)</td></tr>
</table>

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, Forster, Joyce, Beckett, Zadie Smith, and Rankine. 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 150 Intro to Literary Studies (4 hours)
Readings in both poetry and prose to cover forms and genres commonly encountered in literary studies (sonnet, villanelle, sestina, dramatic monologue, short story, novella, novel), and focusing especially on the fundamental building blocks of poetry (rhyme, meter, stanza form) and prose (narrative form).

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 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 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.

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.

ENG 242 Television and Reading: Critical Literacy and American Narratives (4 hours)
Students will compare the narrative production of American cultural identity within seminal works of nineteenth-through twenty-first-century writers (Edith Wharton, James Baldwin, Alison Bechdel) alongside

American television series, including I Love Lucy, The Bernie Mac Show, and Master of None. This course may be counted towards the AAS and FMS minors. Prerequisites: COR 101 and COR 102.

ENG 243 Children's Literature and Coming of Age (4 hours)
Students will explore the works of twentieth-century canonical Children's Literature, including novels by L.M. Montgomery, C.S. Lewis, Beverly Cleary, and Louise Fitzhugh, while tracing conventional literary templates through more contemporary examples of the genre, as found in the works of multicultural writers such as Christopher Paul Curtis and Sandra Cisneros. Prerequisites: COR 101 and COR 102.

ENG 260 Freedom Seekers and Narrative (4 hours)
Offered under the African American Studies minor, this course will explore narratives that resist social displacement and racial oppression in texts ranging from classic enslavement narratives by Harriet Jacobs to more contemporary black fiction and essays by Colson Whitehead and non-print narratives found in 1960s soul music, rap, film, podcasts, and docuseries. Prerequisites: COR 101 and COR 102.

ENG 261 The Lady Rebel: Transnational Women's Literature (4 hours)
Offered under the Women's and Gender Studies minor, this course features nineteenth-to-twenty-first-century transnational, multicultural women's fiction, drama, and poetry, including work by Louisa May Alcott, Mary Amparo Ruiz de Burton, Colette, Zora Neale Hurston, Hanan Al-Shaykh, and contemporary writers like Chimamanda Ngozi Adichie. Prerequisites: COR 101 and COR 102

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 310 Research Methods and Critical Theory
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; completion of one 100-level English course strongly encouraged.

ENG 321 Poetry of Love and Heartbreak (4 hours)
Poetry that focuses on the difficulties of being in love and of suffering heartbreak. Poets depict obsession, despair, unrequited love, unspeakable desire, intoxication, and repulsion. Secondary readings on the philosophy of love, the political context of non-normative desire, and the philosophy of sex and power. Prerequisites: COR 101, COR 102, and one 100-level English course; or permission of the instructor.

ENG 332 The 18th-Century Novel (4 hours)
This course surveys early fiction from the period credited with the "rise of the novel," though most of these works pretended to be anything *but* fiction. As we read these early novels, the first written in English, we will consider the association of this emerging genre with newness and originality. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 334 The Modern Novel (4 hours)
This course asks what it is to be modern as well as what it means for the novel as a genre to be modern. The course texts take up issues of gender, sexuality, marriage, what it is to know (or not to know), character presentation (do all characters have an inner life?), among many other innovations. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 336 Comics and Graphic Novels (4 hours)
In this course we'll read a diverse sample of comics and graphic novels (ca. 1980s-present) alongside of comics theory and practical criticism. Touching on underground comix, graphic memoir and biography, queer comics, and superhero comics, among other possible topics. Prerequisites: COR 101, COR 102 and one 100-level English course.

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, and one 100-level English course.

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. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 345 Modernist Literature (4 hours)
Literary modernism (circa 1900-1941) is less a movement than a cluster of styles of writing, or a series of heated arguments. This seminar-style course will consider British, American, continental, and global modernism, as well as the relation of the Harlem Renaissance to modernism, and representations of gender and sexuality in modernist texts. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 346 Hyper-Contemporary Literature (4 hours)
This course will entail serious and sustained reflection upon the two terms invoked in its title: "literature" and "the contemporary." Because we will build our reading list from a series of very recent literary prize winners, our primary task will be a critical examination of the creation of cultural value by tracking ongoing shifts and mutations in notions of the literary. Prerequisites: COR 101, COR 102, and one 100-level English course; or instructor permission.

ENG 360 The Master's House: Postcolonialism and Writing Back (4 hours)
Using the lens of Critical Race Theory via Postcolonial Criticism, students will investigate to what extent some of the most beloved masterpieces in British literature are actually agents of imperialism. Readings will

compare literary relationships between Charles Dickens and Salman Rushdie, between Mary Shelley and Arundhati Roy, and others. Prerequisites: COR 101, COR 102, and one 100-level English course.

ENG 370 Jane Austen in Context (4 hours)
Reading all of Jane Austen's novels against the backdrop of her life, historical context, and writings of other novelists and poets with whom she was competing in the literary marketplace. Prerequisites: COR 101, COR 102, and one 100-level English course; or permission of the instructor.

ENG 371 Woolf and Morrison (4 hours)
The pairing of these two writers may seem, at first, incongruous, for one is a descendant of American slaves, and the other an heir of the British intellectual aristocracy. Yet both Toni Morrison and Virginia Woolf address issues that shaped the last century and haunt the first three decades of this new one, including gender, race, class, and colonialism. Prerequisites: COR 101, COR 102, and one 100-level English course.

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 (5 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. They are also complex, requiring a multidisciplinary approach to their study and management. Accordingly, this course will cover and relate material from multiple disciplines (e.g., biology, economics, politics) at scales ranging from local to global using exercises, documentaries, discussions of readings, lectures, and field trips. Usually offered every fall. A non-refundable laboratory fee is billed to every student who is registered for this course at the end of the drop/add period.

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 230 Does Nature Really Matter? (4 hours)
Questions and issues at the heart of Environmental Philosophy span across the multiple fields that make up Philosophy: metaphysical questions about the basic stuff and structure of nature and our identity and place in the natural world; ethical questions about the value of nature, the norms governing our treatment of living things and systems, the role that nature plays in the good life, and how we should respond to environmental changes and challenges; and, finally, epistemological questions about how we come to know and understand nature and the ways in which different epistemologies reveal different aspects of the natural world. This course is designed to introduce students to the central questions and issues tackled by environmental philosophy and to equip students with the conceptual tools necessary for the evaluation of contemporary environmental challenges. The course focuses on trying to understand what nature is, our place in the natural world, our duties, obligations to nature and how we ought to act in and with the natural environment. Cross-listed as PHI 230.

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 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 BIO 320. Prerequisite: At least sophomore standing. A non-refundable laboratory fee is billed to every student who is registered for this course at the end of the drop/add period.

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. Usually offered biennially in spring of even years. Prerequisites: a declared and approved minor in Environmental Studies; a grade of C- or better in ENV 101 or BIO/ENV 320; 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. Cross-listed as ART 150. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

FMS 175 Introduction to Web Design (4 hours)
This hands-on course emphasizes foundational design principles and website management. Students will learn how to plan, produce, and operate both personal and professional websites. By incorporating user experience, design standards, and visual hierarchy, students will gain an understanding of leading web design applications and software, culminating in the creation of an interactive personal website. Prerequisites: None. Offered every semester. Cross-listed as ART 175 and COM 175. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

FMS 285 Introduction to Animation (4 hours)
This course combines art and digital media, providing students with the tools and techniques to create original animations, starting from concept to completed animated film. Students learn the principles of animation, as well as drawing and storyboarding techniques, and become adept at using industry standard digital animation software (Adobe Photoshop, Animate, and AfterEffects). Prerequisite: FMS 150. Offered every spring semester. Cross-listed as ART 285. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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 spring of even years. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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 spring of odd years. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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 fall of odd years. 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 every fall semester. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

FMS 345 Music for Film and Television (4 hours)
This course explores the history, theory, techniques, and practitioners of music scoring in film and television. After learning terms and concepts, students view and analyze scenes and entire films to understand how music integrates with and enhances the visual medium. No musical skills or experience required. Prerequisites: None. Offered fall of odd years. Cross-listed as MUS 345

FMS 355 Post-Production (4 hours)
This class is designed to introduce students to the theory, aesthetics and practice of editing. The course covers the proper protocols, detailed workflow, and division of labor required of a successful postproduction team. We will cover the technical aspects of Premiere Pro, the fundamentals of picture editing based on story structure, the design, creation, and building of effective soundtracks, the selection and editing of music, and composite sound mixing and sound mastering to industry standard delivery requirements for independent media projects. Students will work within realistic but tight schedules to successfully finish post-production exercises by "drop-dead" delivery dates for all "master" delivery materials. Prerequisite: FMS 150. Offered spring of even years. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

FMS 365 Short Film Production (4 hours)
The objective of this course is to further the student's knowledge of the tools, language, resources, and techniques that are necessary to create an effective short film. Students will refine their 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 develop into a short film that utilizes the skills and techniques studied in class. Prerequisite: FMS 150. Offered every fall semester. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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. 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 spring of odd years. A non-refundable fee will be billed to every student who is registered for this course at the end of the drop/add period.

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 fall of even years . 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 spring of even years . 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 spring of odd years.

FMS 455 Professional Practices in the Entertainment Industries (4 hours)
The purpose of this class is to explore the hierarchy and job titles and descriptions available in the many areas of the Entertainment Industry, in order for students to understand the options available to them and set and chart a clear course for achieving their career goals. Matching skills sets and desires with practical positions, students will explore job opportunities and internships and, through class exercises, learn successful interviewing skills and techniques, explore proper set, office, and production etiquette and protocol. Students will craft an acceptable Production Resume or Portfolio highlighting their work and relative job skills. Ultimately, students will create usable "real world" materials and participate in mock interviews that will be evaluated and critiqued, and a final interview that will be graded. Students will explore actual internships and available production jobs through a variety of resources, learn how to network, and create a five-year plan for reaching their identified goals, as well as exploring the world of the "freelancer" and how to financially organize for a freelance career. In addition, professional guest artists, including directors, producers, writers, casting directors, union representatives, talent agents, actors, directors of photography and heads of professional networking organizations will visit the class to discuss their individual journeys, provide networking opportunities for the students, and answer students questions. Prerequisites: FMS 125 and FMS 150. Offered every spring semester.

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 course involves further practice in developing oral and written skills. Introduction to a variety of unedited French texts will be included. Prerequisite: FRE 102 or placement by testing (Sec. 6.4.4.) for FRE 201; FRE 201 or placement by testing (Sec. 6.4.4.) for FRE 202. A service-learning component is added to either FRE 201 or FRE 202 (depending on the year) which has students writing a children's story for elementary school-age students in Haiti.

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 for credit toward the major/minor.

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. Themes and topics on major social issues in contemporary French society are engaged. 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 and Francophone Cultural Understanding (4 hours)
This course extends grammatical and cultural knowledge from FRE 301 and is the last required for the French minor. While FRE 301 focuses on major social issues in France, FRE 302 French and Francophone Cultural Understandings extends outward into the francophone world and as those contexts have intersected historically with French empire. Works (literature, film, documentary) from Sub Saharan Africa, the Maghreb, and the Caribbean highlight the particularities of those francophone contexts and ongoing concerns arising from colonial structure. Students analyze these works and situate within cultural and intellectual movements as they apply the grammatical structures learned throughout the Major/minor. 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 studies French film actresses and their roles as a lens through which women and conditions for women in France may be understood. 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 alongside contemporary feminist frameworks. Actresses studied include well-known figures such as Isabelle Adjani, Arletty, Brigitte Bardot, Juliette Binoche and Catherine Deneuve through to contemporary stars and women film directors. 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 the debate surrounding "realism" in France and what might be considered realist literature. Major writers and their works may Balzac, Flaubert, the Goncourt Brothers and Emile Zola. The study of the major writers' work, in complete or excerpted form, gives an overview of the major literary moments in the century following the French Revolution. The principal characters in each novel confront the particular challenges of each historical and social moment in 19th century France. The course thus allows students to obtain a complex notion of realism in a historical context along with greatly enhanced vocabulary and language skills in French. Taught in French. Prerequisite: FRE 302.

FRE 406 French and Spanish Crossroads in the Caribbean and Africa (4 hours)
This course uses Spanish- and French-speaking countries in proximity to each other in the Caribbean or Africa as a point of departure for literary, cultural, social and service learning exploration. Offerings may focus upon Haiti and the Dominican Republic, Martinique and Cuba, Equatorial Guinea in relation to Senegal or other appropriate pairings. The course is taught in English and students without advanced skills in French or Spanish may register. Cross-listed as SPN 406. Prerequisite: FRE 301 for French major or minor credit; SPN 301 for Spanish major or minor credit.

FRE 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.

GER (German)

GER 101, GER 102 Elementary German I, II (4 hours each)
This course is beginning 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 builds on prior knowledge of German and focuses on speaking and understanding German, accompanied by advancement in grammar, with 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.

GER 350 Myth, Meaning and Modernity: German Influencers from the 19th to Early 21st Centuries (4 hours)
This course explores in the classroom and on location the major influences of the German cultural-linguistic region of Europe to Modernity and Post-Modernity. It seeks to understand these periods of extraordinary invention, production, destruction and reinvention and their broader narratives that are constitutive to the creation of 'The West'. Cross-listed with COR 350.

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, especially those seeking to complete the German Studies minor. 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, especially those seeking to complete the German Studies minor. 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. 10.3.11.)

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: ART 491 Classical Art and Myth in Rome (3 hours)
This course focuses on the major classical architecture, sculpture, and paintings located in Rome, dating from the ancient Greek periods to the Baroque. This course critically examines through an interdisciplinary, cross-cultural, and comparative approach the major stories, fables, art, symbols and influences in classical art and myths, specifically focusing on the Greek and Roman classical constructs.

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 230 Social Media Strategy and Analytics (3 hours)
The goal of this class is for students to gain an understanding of how social media works as a tool for communication. 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 students understand how to be successful on social media platforms whether branding themselves or an organization.

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 205 Culture Through Food (3 hours)
This course uses food and related phenomena as a cultural lens. Food is not only a means of survival, but holds multiple emotional, cultural and social meanings. Focusing on how food reflects identity, we will engage in interdisciplinary, experience-based learning and research that questions human interaction with food within local and global contexts. Embodying the phrase "you are what you eat," the course examines how food builds us biologically and culturally and we explore how food preferences code our social, economic and political identities. We study the country's local, regional and national foodways and perspectives to understand how this context fits within global gastronomic trends historically and now. Using the city as our classroom, students will experience national food firsthand to better understand the context's culture.

GO: INT 213 Spanish Culture: An Exploration of Civilization and Society in Spain (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad will make use of our study in Barcelona to explore up close and personal, the vibrant culture, civilization, and history of Spain. Over the centuries, a diversity of groups—Romans, Visigoths, Jews, Muslims, and Gypsies (to name a few)—entered the Iberian Peninsula and made vital contributions to Spanish culture that would ultimately shape the construction of identity and society in Spain. In addition, more recent extensive immigration from Latin America and sub-Saharan Africa (namely Equatorial Guinea, the only Spanish-speaking African country), further enhances (and complicates) any effort to discuss and to define contemporary Spanish society.

GO: INT 214 Eat, Drink, Spain: A Barcelona Food Course (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad features Spain as classroom and backdrop for learning about and experimenting with Spanish cuisine. A country approximately the size of the U.S. state of Texas, Spain has a rich gastronomic diversity that changes from one region to the next. Spanish food reflects, not only the historical communities that became the foundation of Spanish identity, but also the autonomous provinces that comprise the Iberian Peninsula contribute a uniqueness in food preparation and ingredients that is worthy of study.

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 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: PHI 220 Exploring Life's Questions through Art in Barcelona (3 hours)
The aim of this course is to introduce students to philosophical ideas and questions within one of the most transformative times in the history of Philosophy and to illuminate the connection between these philosophical ideas and artistic expression. So, in addition to introducing students to key ideas in Philosophy, this course aims to show the way in which forms of artistic expression embody and express the intellectual and philosophical milieu of the time in which they emerged. Ideally, by the end of this course, students will be equipped with a new way of seeing both art and philosophy as well as a deeper understanding of Barcelona's rich artistic and philosophical heritage.

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 law, science, medicine, the 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 law, science, medicine, the 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 111 The World Since 1945: A History of Decolonization, Ethnic Cleansing, and Global Strife (4 hours)
The 20th century was one of extremes. This class will traverse principal trends, ideas, events, and people that

helped change the world. This course will discuss the rise of global interconnectedness, the Second World War, decolonization, the Cold War, and the ways in which the end of the Cold War affected the world. We will also discuss how major events affected ordinary people around the world including ethnic cleansings, increasing number of refugees, and the forging of new identities across the globe. Offered every fall.

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 218 Introduction to Archival Studies (4 hours)
The purpose of this course is to introduce, examine, and understand core components, concepts, and methods of the archives, records, and manuscripts profession. The course seeks to explore basic theoretical issues and archival principles as well as provide insight into their practical application. Students will gain an overall understanding of the archival profession in the United States and be introduced to the many technologies currently impacting the profession. Offered fall in alternate years. Cross-listed as ART 218.

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 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 235 Black Intellectual History and Thought (4 hours)
This course traces black races' intellectual production through thinkers who demand/ed recalibration and reconfiguration of deeply embedded assumptions and practices. In this way we come to understand the politics of difference. The terms Black and black races cover not only thinkers here in the U.S., but key Black thought around the world, and therefore reveal differences between and among groups of Black people. The various forms of human affirmation are connected through major historical and thematic links such as Black feminisms, the modern world and the Black condition, Black intellectual labor in the U.S. university, critiquing 'progress' narratives and more. We will look at U.S. cultural and intellectual history in comparative context alongside the histories of other nation-states founded by European colonists. When we validate Black thought, we counter the so-called norms that have been structurally ingrained in society and in university curricula and we also strengthen the whole fabric of intellectual thought by its contribution. Cross-listed as AAS 235 and WGS 235.

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, 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 309 The Fall of Rome and the Dark Ages (4 hours)
This course will examine the "fall" of the Roman Empire in late antiquity and the subsequent rise of barbarian kingdoms in Europe. The primary issue will be to determine whether the Roman Empire did in fact "fall"

during this time or whether the period actually marks a transition, the birth of Europe. The role of Christianity in the transformation of Europe will be a major focus of discussion, as well as other social, political and economic issues. Offered every three years. [E, 1]

HIS 311 The Crusades (4 hours)
During the late 11th, 12th and 13th 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]

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 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. 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. In the first month of this course, each student must also successfully defend a prospectus orally in order to continue to the thesis. 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 a digital copy of the final, approved version of their thesis to the Oglethorpe 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 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 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 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 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 students to pursue further study in areas related to their major. Audio-visual materials are used more extensively to supplement the main text. Prerequisite: JPN 201.

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. 10.3.10.)

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 States. Offered every summer. Cross-listed as HIS 290, POL 290 and SOC 290.

LEAD: Greece (please see Sec. 10.3.10.)

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.

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.

LEAD: SOC 490 Advanced Special Topics in Sociology: 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 ULP 401.

LEAD: ULP 401Leadership: 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 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 125 Precalculus (4 hours)
This course is designed to prepare a student for the Calculus sequence (Calculus I-IV). The general consideration of functions, inverse functions, and models will be illustrated using study of specific functions including polynomials, exponentials, logarithms, rational functions, and trigonometric functions. In addition, a successful student will be able to model functions and apply the models to real-world settings. Offered every semester.

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 125 with a grade of "C–" or higher, 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 195 Mathematical Thinking (2 hours)
This course serves as an initial introduction to the mathematical reasoning and communication techniques required for advanced mathematics. Proof techniques include direct proof, proof by cases, proof by induction, and Boolean logic. Topics are drawn from set theory and number theory as needed. Offered every Spring semester. Prerequisite: None.

MAT 196 Proof Techniques (2 hours)
Building on MAT-195, this course serves as further development of the mathematical reasoning and communication techniques required for advanced mathematics. Topics include proof by contradiction, quantifiers and negations, equivalence relations, functions, set theory, and number theory. Offered every Spring semester. Prerequisite: MAT-195 with grade of "C-" or higher.

MAT 197 Modelling Contest Workshop (2 hours)
This course is a 2-credit workshop to prepare for a national modelling contest such as the Mathematical Contest in Modelling (MCM). We will examine old problems and solutions, design solutions as a class, and in groups practice crafting solutions to new problems. Offered the Fall semester of odd years. Prerequisite: None.

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 210 Discrete Mathematics (4 hours)
This course introduces the ideas of finite mathematical structures. Topics include set theory, logic, proof techniques, functions and relations, graphs, and trees. Offered every spring semester. Prerequisite: MAT 120 with a grade of "C-" or higher.

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 (4 hours)
This is an introductory course in Linear Algebra. The techniques and theory needed to solve application programs, specifically from Engineering and Economics, will be developed. Students will practice techniques initially by hand to gain understanding of the method, but mathematical software (like MATLAB or Octave) will be used as the course's computational engine to deal with the routinely large objects created in such applications. Offered every fall semester. Prerequisite: MAT 132 with a grade of "C-"or higher.

MAT 245 Numerical Methods (4 hours)
This course presents numerical methods for solving mathematical problems in science and engineering. Topics include computer arithmetic, solution of nonlinear equations, interpolation and approximation, numerical integration and differentiation, as well as their associated error analysis. The course also develops the skills necessary to implement these methods on the computer. Offered the Spring semester of even years. Prerequisite: MAT-132, with a grade of "C–" of higher.

MAT 250 Financial Mathematics (4 hours)
This course provides an introduction to financial mathematics. The course starts with time value of money and annuities/cash flows with non-contingent payments. Loans and bonds will be followed by general cash flows and portfolios. The course will culminate with immunization, interest rate swaps, and determinants of interest rates. Offered the fall semester of even years. 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 300L Advanced Linear Algebra Lab: Proofs & Vector Spaces (1 hour)
This laboratory course extends the computationally intensive foundation laid in MAT 238 to the theoretical realm of the mathematics major. The laboratory's first focus is taking the results used without proof in the canonical course and proving them mathematically true. As such, students will practice extensively with mathematical precision, proof techniques, and good communication. The laboratory's second focus is taking the concepts grounded in Euclidean space in the canonical course and extending them more broadly. Thus, this course will give a formal treatment of abstract vector spaces. Offered every fall semester. Corequisite or Prerequisite: MAT 238 (with a grade of "C–" or higher if prerequisite).

MAT 340 Probability (4 hours)
This course provides a calculus-based study of probability. The course starts with set-theoretic, axiomatic and combinatorial foundations of probability, followed by basic rules/laws, conditional probability, and Bayes Theorem. Students will master key concepts of univariate random variable theory for discrete and continuous random variables. The course will culminate with key concepts of multivariate random variable theory for discrete random variables. Offered the spring semester of odd years. Prerequisite: MAT 233, with a grade of "C-" or higher.

MAT 345 Mathematical Statistics (4 hours)
This course provides a calculus-based study of statistics as a follow-up to a formal study of probability. The course starts with order statistics, linear combinations of independent random variables, random sampling, statistical inference, and sampling distributions. The main methods of estimation will be followed by the main properties of estimators. The course will culminate with constructing confidence intervals (one and two means, variances, and proportions) and hypothesis testing (one and two means, variances, contingency tables, and goodness-of-fit). Offered the fall semester of odd years. Prerequisite: MAT 340 with a grade of "C-" or higher.

MAT 350 Statistical Learning (4 hours)
This course provides an introduction to statistical learning as a follow-up to the formal study of calculus-based probability and statistics. The course starts with an overview of statistical learning along with simple and multiple linear regression. Resampling methods will be followed by linear model selection and regularization. The course will culminate with tree-based methods, unsupervised learning, and cluster analysis. Offered the spring semester of even years. Prerequisite: MAT 345 with a grade of "C-" or higher.

MAT 355 Fundamental Actuarial Mathematics I (4 hours)
This course provides a fundamental understanding of short-term actuarial mathematics. The course starts with the modelling process linked to random variables, basic probability distributions, and related calculations. Actuarial modelling will be followed by estimation and an introduction to credibility theory. The course will culminate with insurance types, coverages, loss reserving, and ratemaking. Offered the fall semester of odd years. Prerequisite: MAT 340 with a grade of "C-" or higher.

MAT 360 Fundamental Actuarial Mathematics II (4 hours)
This course provides a fundamental understanding of long-term actuarial mathematics. The course starts with an introduction to life and long-term health insurance and survival models. Life tables, selection, and insurance benefits will be followed by premium calculation and annuities. The course will culminate with policy values, option pricing, and estimating survival models. Offered the spring semester of even years. Prerequisite: MAT 355 with a 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 455 Advanced Short-Term Actuarial Mathematics (4 hours)
This course serves as one of two possible capstones for Actuarial Science, and it provides an advanced understanding of short-term actuarial mathematics. The course starts with a quick review of basic distributional quantities and actuarial models. Frequency and severity with coverage modifications will be followed by advanced aggregate loss models, Bayesian estimation, construction of empirical models, and model selection. The course will culminate with greatest accuracy credibility, empirical Bayes parameter estimation, and advanced loss reserving and ratemaking. Offered the spring semester of even years. Prerequisite: MAT 355 with a grade of "C-" or higher.

MAT 460 Advanced Long-Term Actuarial Mathematics (4 hours)
This course serves as one of two possible capstones for Actuarial Science, and it provides an advanced understanding of long-term actuarial mathematics. The course starts with policy values, multiple state models, and multiple decrement models. Joint life and last survivor benefits will be followed by pension mathematics and emerging costs for both traditional life insurance and equity-linked insurance. The course will culminate with embedded options and estimating survival models. Offered the fall semester of even years. Prerequisite: MAT 360 with a grade of "C-" or higher.

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. Prerequisite: MAT-196 with a grade of "C-" or higher.

MAT 482 Real Analysis (4 hours)
Real analysis is a natural extension of Calculus. In the first part of the course, we will develop rigorous proofs of many key Calculus theorems – theorems whose validity was only assumed in the Calculus sequence. From there, we will move to a formal consideration of real numbers and point-set topology, which are extensions of the more elementary notions learned in Calculus. Offered the Spring semester of odd years. Prerequisites: MAT-196 and MAT-233, 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 .

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.

MBA (see Master of Business Administration)

MUS (Music)

MUS 131 Musicianship Skills Lab I (1 hour)
This course serves as a component of a cumulative music theory sequence. It works closely with Music Theory to develop hierarchal musicianship skills essential to the performance and study of music, namely the ability to sight read music, and to hear, identify, and reproduce harmonic and melodic components of music. Suggested co-requisite: MUS 231 Music Theory I. Offered alternate falls.

MUS 132 Musicianship Skills Lab II (1 hour)
This course serves as a component of a cumulative music theory sequence. It works closely with Music Theory to develop hierarchal musicianship skills essential to the performance and study of music, namely the ability to sight read music, and to hear, identify, and reproduce harmonic and melodic components of music. Prerequisite MUS 131 Musicianship Skills Lab I. Suggested co-requisite: MUS 232 Music Theory II. Offered alternate springs.

MUS 134 University Singers (1 hour)
This is the University's non-auditioned, mixed-voice concert choir. It is the primary musical ensemble for the study and performance of choral music, both accompanied and unaccompanied. Participants will sing a wide range of repertoire which surveys various global, historical, and contemporary styles. Participants will also engage in musical literacy skill-building and an exploration of vocal physiology and its application to building healthy, flexible technique. Offered every fall and spring.

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, woodwinds, and percussion of all types); Piano; Voice; Guitar; Mandolin; 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. There is a lab fee per credit hour connected to this course. The semester will culminate in a jury exam. The instructor determines level of study (beginning, intermediate or advanced) and sets appropriate goals in consultation with the student. This course is for students not majoring in music. Offered every fall and spring. A non-refundable fee per credit hour is billed to every student who is registered for this course at the end of the drop/add period.

MUS 137/138 Applied Instruction in Music (1 hour)
Music majors are required to register for Applied Instruction in Music for their primary instrument. This course initiates the study, practice and performance of techniques and literature on an individual basis. The following areas of private lessons are available: Instrumental (strings, brass, woodwinds, and percussion of all types); Piano; Voice; Guitar; Mandolin; 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 instructor sets appropriate goals in consultation with the student. The semester will culminate in a jury exam. Students must pass this jury exam to matriculate to the next numbered level of Applied Music. This course is for students majoring in music. Prerequisite for MUS 137 is admission to music major by audition. Prerequisite for MUS 138 is MUS 137. MUS 137 offered every fall. MUS 138 offered every spring.

MUS 154 Jazz Ensemble (1 hour)
Jazz Ensemble is a performance –based workshop focused on the study and practice of jazz in a mixed instrumental and vocal setting. Open to all students, which may require permission from the instructor for new students, the ensemble meets twice weekly for 75-minute sessions. Emphasis is placed on improvisational techniques, jazz theory, and standard repertoire, with the goal of preparing students for both informal and formal performances on and off campu. Offered every fall and spring.

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. This ensemble also functions as musical and university ambassadors at on and off-campus events. Offered every fall and spring. It is strongly suggested that students co-enroll in MUS 134. Prerequisite: At least one academic year in MUS 134, an audition for and approval from the instructor.

MUS 174 Oglethorpe University Symphony (1 hour)
The Oglethorpe University Symphony provides opportunities for students who play strings, winds, brass, keyboard, or percussion to rehearse and perform a wide range of chamber and orchestral literature. Open to all students, which may require permission from the instructor for new students, the ensemble meets regularly and performs each term, both on campus and in the community. Offered every fall and spring.

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 236 Introduction to Music Technology (4 hours)
Introduction to Music Technology focuses on digital audio, MIDI, sequencing, and notation software. Activities will place an emphasis on the operation and components of the typical Digital Audio Workstation. Students will complete projects in areas such as digital audio, music notation, MIDI sequencing, and sound editing. Prerequisite: MUS 231 Music Theory I or permission of the instructor.

MUS 237/238 Applied Instruction in Music III/IV (1 hour)
The study, practice and performance of techniques and literature on an individual basis in voice, string, brass, winds, percussion, or keyboard. The semester will culminate in a jury exam. The instructor determines level of study and sets appropriate goals as determined by major/minor requirements. Students who wish to declare an emphasis in performance music pass a stipulated jury exam at the end of MUS 238. These courses are for students majoring in music. Prerequisite for MUS 237 is MUS 137. Prerequisite for MUS 238 is MUS 237. MUS 237 offered every fall. MUS 238 offered every spring.

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 (4 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. Offered fall semesters of even calendar years (‘22, ‘24, ‘26, etc.). Prerequisites: None

MUS 332 Music Theory II (4 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. Offered spring semesters of odd calendar years (‘23, ‘25, ‘27, etc.). Prerequisites: Satisfactory completion of MUS 331.

MUS 333 Music History I (4 hours)
This course explores the development of musical styles and practices in Western and global traditions from Antiquity through the early Romantic era. Students will examine influential composers, key works, and evolving musical forms in their historical and cultural contexts. In addition to studying the past, the course emphasizes how these musical traditions influence and continue to shape contemporary music, culture, and society today, drawing meaningful connections between historical and modern perspectives. Offered fall semesters of odd calendar years (‘23, ‘25, ‘27, etc.). Prerequisite: None, although prior satisfactory completion of both MUS 331 and MUS 332 is preferred.

MUS 334 Music History II (4 hours)
This course explores the development of musical styles and practices in Western and global traditions from the early Romantic period into modern times. Students will examine influential composers, key works, and evolving musical forms in their historical and cultural contexts. In addition to studying the past, the course emphasizes how these musical traditions influence and continue to shape contemporary music, culture, and society today, drawing meaningful connections between historical and modern perspectives. Offered spring semesters of even calendar years (‘22, ‘24, ‘26, etc.). Prerequisite: None, although prior satisfactory completion of MUS 331, MUS 332, and MUS 333 is preferred.

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 336 Advanced Music Technology (4 hours)
Advanced Music Technology continues exploration in digital audio, MIDI, sequencing, and notation software, with emphasis on composition. Using a Digital Audio Workstation and notation software, students will complete composition projects for instruments and/or MIDI for both live performance, audio recording, and film. Prerequisite MUS 236. Offered alternate springs.

MUS 337/338 Applied Instruction in Music V/VI (1 hour)
The study, practice and performance of techniques and literature on an individual basis in voice, string, brass, winds, percussion, or keyboard. The semester will culminate in a jury exam. The instructor determines level of

study and sets appropriate goals as determined by major/minor requirements. These courses are for students majoring in music. Prerequisite for MUS 337 is MUS 238 and successful passing grade on MUS 238 Technical Jury or permission of Director of Music. Prerequisite for MUS 338 is MUS 337. MUS 337 offered every fall. MUS 338 offered every spring.

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 345 Music for Film and Television (4 hours)
This course explores the history, theory, techniques, and practitioners of music scoring in film and television. After learning terms and concepts, students view and analyze scenes and entire films to understand how music integrates with and enhances the visual medium. No musical skills or experience required. Prerequisites: None. Offered irregularly. Cross-listed as FMS 345.

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 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 (32 $^{+}$ credits earned) 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 and skill sets required to work in the Public Health Arena. Prerequisites: students must have sophomore standing (32^{+} credits earned) or higher.

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 sophomore standing (32^{+} credits earned) or higher.

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 Big Questions (4 hours)
This course introduces students to the key components of philosophical methodology and the practice of philosophy through an exploration of some of the major questions raised throughout the history of philosophy. 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 are introduced to the 7 major normative theories that constitute the study of ethics and morality as well as contemporary moral and social issues. Works will be drawn from both the analytic and the Continental traditions as well as contemporary and historical philosophical texts. Offered every 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 How to Win an Argument: Principles of Critical Thinking (4 hours)

This course is a survey of formal and informal techniques used in evaluating and analyzing arguments. Syntax, semantics and proof systems of both propositional logic (the truth-functions). 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 What is Justice? Plato and the Philosopher Kings (4 hours)
In this course, we will investigate the metaphysical, epistemological, and political doctrines of Plato, who is the best known and most widely studied of all the ancient Greek philosophers. Our investigation will focus primarily on two of Plato's texts: *Meno* and *The Republic.* These two dialogues, beginning with *The Republic* and finishing with *Meno* cover Plato's most influential political, metaphysical, and epistemological doctrines. What is Justice? What is the Ideal State and who should Rule? What is Virtue? And what does it mean to Learn and to Know? In this course, we will examine Plato's answers to these questions and question those answers. Ideally, by the end of the course you will have enriched your own thinking on these perennially relevant questions. Offered biennially in the spring.

PHI 205 Aristotle (4 hours)
This course is a study of the philosophy of Aristotle through a reading of his major works. Readings will include portions of the *Logic, Physics, DeAnima, Metaphysics* and *Nicomachean Ethics*. Offered biennially in the fall.

PHI 206 The Search for Truth (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 central question of this course is "What is truth?" and the goal of the course will be to acquire a basic understanding of the thought of the continental Rationalists and their views on the nature, sources, and extent of truth and knowledge and how these views have given rise to the perplexing question of truth and its distinction from facts, opinion, and belief that remains as relevant as ever in today's contemporary world. The views of the early modern philosophers are interesting in themselves, have influenced the vast variety of contemporary conceptions of truth and knowledge, 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 210 Feminist Philosophy (4 hours)
By and large, feminists argue for the equal dignity of women and against the oppression of women. But what does it mean to be a "woman"? What is "oppression"? What is the nature of the equality towards which feminists strive? And what conceptions of woman throughout the history of ideas—particularly throughout the philosophical tradition-- ground not only the historical oppression of women but also the feminist fight against the oppression of women? In this course, we will examine works by some of the most influential thinkers in the history of Western philosophy. We will not only examine what these thinkers said about the nature of "woman" but also how these conceptions gave rise to oppressive treatment of women and inform the variety of divergent views that constitute the feminist movement. We will also examine a variety of texts by feminist philosophers and theorists with the aim of illuminating the multifaceted nature of the philosophical commitments of feminism and its response to the historical devaluation and oppression of women. The course contains three broad components: The Portrayal of Women in the Philosophical Tradition, Feminist Critiques of the Philosophical Tradition, and The Intersection of Feminist Philosophy and Various Types of Feminism--radical, socialist, liberal, multicultural, etc. Cross-listed as WGS 210. 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. Cross-listed as WGS 211.

PHI 213 Manipulation of the American Mind: Philosophy of Propaganda
This course examines the nature and use of propaganda and its relationship to American politics and democracy. In this course, we will spend time examining the nature of propaganda and its techniques, its development and use throughout the last one hundred years, and the way in which propaganda profoundly influences our beliefs, value judgments, and actions. As we will discover, the prevalent use of propaganda in American culture—particular in the politics of American democracy—has in some sense left us in an information vacuum with very few satisfying or trustworthy sources of information. The aim of this course is to help you cultivate an awareness of propaganda with the goal of increasing your informational literacy so that you can form more informed beliefs and judgments with respect to contemporary political and social issues. Even more broadly, our examination of propaganda in American culture will require us to examine the viability of genuine democracy and the extent to which such a political configuration is possible within our advanced technological and capitalist society.

PHI 230 Does Nature Really Matter? An Introduction to Environmental Philosophy (4 hours)
Questions and issues at the heart of Environmental Philosophy span across the multiple fields that make up Philosophy: metaphysical questions about the basic stuff and structure of nature and our identity and place in the natural world; ethical questions about the value of nature, the norms governing our treatment of living things and systems, the role that nature plays in the good life, and how we should respond to environmental changes and challenges; and, finally, epistemological questions about how we come to know and understand

nature and the ways in which different epistemologies reveal different aspects of the natural world. This course is designed to introduce students to the central questions and issues tackled by environmental philosophy and to equip students with the conceptual tools necessary for the evaluation of contemporary environmental challenges. The course focuses on trying to understand what nature is, our place in the natural world, our duties, obligations to nature and how we ought to act in and with the natural environment. Cross-listed as ENV 230.

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 How Do I Know? A Study of 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.

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 What is Real? A study of 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 real? 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.

PHI 307 Existentialism: The Meaning of Life (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 specifically on questions about the human condition and whether or not life has meaning. Does life have meaning? If not, is it still worth living? What gives life its value, its suffering, its joys, and its purpose? Offered biennially in the fall.

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)
Continent philosophy is a somewhat contentious notion for two reasons. First, there are some who doubt whether it is philosophy at all. Secondly, there are those who wonder whether it is actually a helpful description. What this course intends to do is look at French philosophy with a German accent, takings as its guiding thread Derrida's celebrated claim that philosophy today is a continual dialogue with Hegel, Husserl and Heidegger. 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 Russel's views. Then the Quinean rejection of logical positivism will be traced and Quine's extreme naturalism, concluding with Kripke and a return to a classic style of philosophy. Offered biennially in the spring. Prerequisites: 12 semester hours in philosophy courses with a grade of "C-" or higher.

PHI 406 Philosophy of Language (4 hours)
Philosophy of language is traditionally an inquiry into the most general features of structured communication.

This course will deal with questions such as the nature of meaning (how is it that words come to mean things?), the nature of linguistic content (what do words express?), and the analysis of conversation (including metaphor, non-literal meaning, presupposition, and conversational implicature). Prerequisites: PHI 206 and any other Philosophy course.

PHI 490 Advanced Special Topics in Philosophy: Philosophers (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 principal 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. Offered fall semester.

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 Knight, *College Physics.* Three lectures per week. PHY 101 is offered fall semester. PHY 102 is offered spring semester. Prerequisites:

Satisfaction of the mathematics proficiency 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 and PHY 102. 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 (4 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 Knight, *Physics for Scientists and Engineers*. PHY 201 is offered fall semester. PHY 202 is offered spring semester. Prerequisites: Satisfaction of the mathematics proficiency 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: MAT 131and PHY 201L for PHY 201, MAT 132 and PHY 202L for PHY 202.

PHY 201L, PHY 202L College Physics Laboratory I, II (1 hour each)
Introductory physics laboratories to accompany 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 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*. Offered fall semester. 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. Offered infrequently. 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. Offered spring of odd years. Prerequisites: CSC 201 and MAT 132 with a grade of "C-" or higher in each course.

PHY 211 Statics (4 hours)
This course covers the concepts and problem-solving techniques involved in the statics of particles and rigid bodies. Topics covered include forces and their moments, static equilibrium conditions, analysis of structures, friction, centroids, and moments of inertia. Text will be on the level of Beer and Johnston's *Vector Mechanics for Engineers*. Offered infrequently. Prerequisites: MAT 132 and PHY 201 with a grade of "C-" or higher in each course. Co-requisite: PHY 211L.

PHY 211L Statics 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 working understanding of common instrumentation in science and technology. Text will be on the level of Simpson, *Electronics for Scientists and Engineers*. Offered infrequently. 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 330 Classical Mechanics (4 hours)

This course is a presentation of Newtonian mechanics at the intermediate level. Topics include dynamics of particles and rigid bodies, rotating reference frames, conservation laws, gravitational fields and potentials, planetary motion, wave motion, oscillations, and Lagrangian and Hamiltonian equations. Text will be on the level of Taylor, *Classical Mechanics*. Offered spring of even years. Prerequisites: PHY 201 and MAT 132 with a grade of "C-" or higher in each course.

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. Text will be on the level of Griffiths *Introduction to Electrodynamics*. PHY 331 is offered fall of odd years. PHY 332 is offered infrequently. 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 Schroeder *Thermal Physics*. Offered fall of even years. 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 Townsend. Offered spring of odd years. Prerequisites: PHY 203 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. Offered infrequently. 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 402 Physics and Liberal Studies Capstone (2 hours)
This seminar style course will provide students with opportunities to further explore and re-assess connections between their physics coursework and coursework in their second discipline. This synthesis will focus both on completed coursework and future application to post-graduate aspirations. Prerequisite: Senior class standing.

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. Offered infrequently. 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.

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.

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 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.

PSY (Psychology)

PSY 101 Introduction to Psychology (4 hours)
This course provides a general introduction to psychology, with an emphasis on helping students appreciate how psychologist attempt to answer questions using the scientific method. Topics within neuropsychology, learning, memory, development, clinical and social psychology are considered from an empirical point of view. Offered every semester (TU).

PSY 150 Behvorial 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 with a grade of "C-" or higher.

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.). Prerequisite: PSY 101 with a grade of "C-" or higher.

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 with a grade of "C-" or higher.

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 with a grade of "C-" or higher.

PSY 205 Personality Psychology (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 odd years in the fall (TU). Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 206 Psychopathology (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 with a grade of "C-" or higher.

PSY 208 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 with a grade of "C-" or higher.

PSY 221 Psychological Statistics and Research Methods (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. Offered annually in the fall (TU). Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 222 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. Offered annually in the spring (TU). Prerequisite: PSY 221.

PSY 223 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 221 and PSY 222, as well as expose students to the real-world challenges that often accompany scientific research. Offered every semester (TU). Prerequisite: PSY 222.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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.

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 with a grade of "C-" or higher and one of the following: BUS 275, MAT 111, or PSY 221.

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 with a grade of "C-" or higher and PSY 150 with a grade of "C-" or higher.

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 with a grade of "C-" or higher and PSY 150 with a grade of "C-" or higher.

PSY 311 Adolescent Development (4 hours)
This course will introduce you to current theories and research about the developmental periods of adolescence and young adulthood. Topics include biological development, cognitive development, identity, gender and sexuality, moral development, peer and romantic relationships, and mental health. Offered odd years in the fall (TU). Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 318 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 even years in the spring. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 325 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 even years in the spring (TU).

PSY 330 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 even years in the fall (TU). Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 340 Industrial/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 with a grade of "C-" or higher.

PSY 360 Clinical Psychology (4 hours)
This course will provide an overview of the field of clinical psychology, with an emphasis on critically examining and comparing various diagnostic and psychotherapeutic approaches. Various assessments and psychotherapeutic strategies used daily clinical practice will be reviewed. Additional topics include cultural considerations, psychopharmacology and ethics in clinical practice. Offered odd years in the fall (TU). Prerequisite: PSY 101 with a grade of "C-" or higher.

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.). Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 406 Directed Research in Psychology (1-4 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 223 and permission of supervising faculty member. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisites: PSY 101 with a grade of "C-" or higher and PSY 150 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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. Prerequisite: PSY 101 with a grade of "C-" or higher.

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 221 and PSY 222. Class Standing Prerequisite: Open only to senior Biopsychology majors in their final semester/term of study. Offered every spring (TU). Cross- listed as BIO 496.

PSY 497 Capstone Seminar in Psychology (2 hours)
This course will serve as the capstone for the psychology major. Students will be encouraged to think critically about special topics related to research in psychology and apply research to real-world situations. Class Standing Prerequisite: Open only to senior psychology majors in their final semester/term of study. Offered every spring (TU).

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. Cross-listed as WGS 201.

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.

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 Elites and 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. 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 even-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 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. Prerequisite: SOC 101.

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 irregularly. 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.

SOC 496 Internship in Social Work (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, this course is an internship for students concentrating in social work, designed to provide a formalized setting for the application of the social work curriculum to practice. Successful internship placements have been made in a variety of settings in recent years, including Jacob's Ladder 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 the faculty supervisor, and signature of the director of career services.

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 151 Spanish for Heritage Speakers (4 hours)
Spanish for Heritage Speakers is a bilingual hybrid language/linguistics course designed specifically for Latinx/Hispanic students who have a cultural connection (through family, community, or heritage) with the Spanish language. Through a sociolinguistic approach, students will simultaneously sharpen language skills

while exploring socio-cultural topics relevant to the Spanish heritage culture.

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, SPN 151, 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 210 Spanish for Health and Diet in Hispanic Cultural Settings (4 hours)
This course situates the study of Spanish language and Hispanic cultures in health, dietary, and family settings. It is designed for a wide range of students at the major and minor levels including those desiring to acquire a stronger foundation in health, anatomy, and family-related Spanish vocabulary and terminology. Prerequisite: SPN 201.

This course has two options (SPN 210 and SPN 410) with different prerequisites and major/minor options.

- SPN 210 may be taken for minor-level credit with a prerequisite of SPN 201.
- SPN 410 may be taken for major-level credit with a prerequisite of SPN 302.

SPN 212 Spanish for Business, Transactions, and Travel (4 hours)
This course is designed to prepare students for effective communication in Spanish in the world of business, commerce, and travel. Students will learn essential business, transaction, and touristic terminology with a focus on real-life oral and written application in Spanish. Cross-listed with BUS 490. Prerequisite: SPN 201.

SPN 213 Spanish Culture: An Exploration of Civilization and Society in Spain (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad will make use of our study in Barcelona to explore up close and personal, the vibrant culture, civilization, and history of Spain. Over the centuries, a diversity of groups—Romans, Visigoths, Jews, Muslims, and Gypsies (to name a few)—entered the Iberian Peninsula and made vital contributions to Spanish culture that would ultimately shape the construction of identity and society in Spain. In addition, more recent extensive immigration from Latin America and sub-Saharan Africa (namely Equatorial Guinea, the only Spanish-speaking African country), further enhances (and complicates) any effort to discuss and to define contemporary Spanish society. Offered every summer. Prerequisite: SPN 201.

SPN 214 Eat, Drink, Spain: A Barcelona Food Course (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad features Spain as classroom and backdrop for learning about and experimenting with Spanish cuisine. A country approximately the size of the U.S. state of Texas, Spain has a rich gastronomic diversity that changes from one region to the next. Spanish food reflects, not only the historical communities that became the foundation of Spanish identity, but also the autonomous provinces that comprise the Iberian Peninsula contribute a uniqueness in food preparation and ingredients that is worthy of study. Offered every summer. Prerequisite: 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. 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 410 Spanish for Health and Diet in Hispanic Cultural Settings (4 hours)
This course situates the study of Spanish language and Hispanic cultures in health, dietary, and family settings.

It is designed for a wide range of students at the major and minor levels including those desiring to acquire a stronger foundation in health, anatomy, and family-related Spanish vocabulary and terminology. Prerequisite: SPN 302.

This course has two options (SPN 210 and SPN 410) with different prerequisites and major/minor options.

- SPN 210 may be taken for minor-level credit with a prerequisite of SPN 201.
- SPN 410 may be taken for major-level credit with a prerequisite of 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 412 Spanish for Business, Transactions, and Travel (4 hours)
This course is designed to prepare students for effective communication in Spanish in the world of business, commerce, and travel. Students will learn essential business, transaction, and touristic terminology with a focus on real-life oral and written application in Spanish. Cross-listed with BUS 490. Prerequisite: SPN 302.

SPN 413 Spanish Culture: An Exploration of Civilization and Society in Spain (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad will make use of our study in Barcelona to explore up close and personal, the vibrant culture, civilization, and history of Spain. Over the centuries, a diversity of groups—Romans, Visigoths, Jews, Muslims, and Gypsies (to name a few)—entered the Iberian Peninsula and made vital contributions to Spanish culture that would ultimately shape the construction of identity and society in Spain. In addition, more recent extensive immigration from Latin America and sub-Saharan Africa (namely Equatorial Guinea, the only Spanish-speaking African country), further enhances (and complicates) any effort to discuss and to define contemporary Spanish society. Offered every summer. Prerequisite: SPN 301.

SPN 414 Eat, Drink, Spain: A Barcelona Food Course (3 hours)
This three-credit travel course taught on OU's GO: Barcelona summer program abroad features Spain as classroom and backdrop for learning about and experimenting with Spanish cuisine. A country approximately the size of the U.S. state of Texas, Spain has a rich gastronomic diversity that changes from one region to the next. Spanish food reflects, not only the historical communities that became the foundation of Spanish identity, but also the autonomous provinces that comprise the Iberian Peninsula contribute a uniqueness in food preparation and ingredients that is worthy of study. Offered every summer. Prerequisite: SPN 301.

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.

STM (STEM: Science, Technology, Engineering, & Mathematics)

STM 101 Modeling and Problem Solving Across STEM (4 hours)
This interdisciplinary course is designed for students to develop the mathematical, scientific, and technological skills to succeed in introductory STEM classes. Through team-and project-based learning, students will explore, analyze, visualize, and model real-world data. After evaluating the quality of data and sources, students complete analyses for various scientific communications.

STM 200 Independent Study in STEM (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.)

STM 290 Special Topics in STEM (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.

STM 400 Advanced Independent Study in STEM (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.)

STM 490 Advanced Special Topics in STEM (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.

STM 495 Internship in STEM (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 process of acting, the demands and training involved, and the relationship of an actor to the text, and to theater as a whole. Performance exercises, readings, and written assignments will be used to provide an experiential and theoretical understanding of the following acting concepts: use of self (body, voice and imagination), improvisation, sense memory, scene analysis, dramatic action, conflict, and living within a set of imaginary circumstances. The pedagogy for this class is primarily based upon the teachings of Konstantin Stanislavski and his interpreters.

THE 110 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 115 Fundamentals of Design (4 hours)
This course is an introduction to the creative process of design. It will examine the methods and tools essential for conceptualizing and generating creative ideas for any medium with an emphasis on designing for the theatre.

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, Neo-Classical, Non-Western Classical Forms, Restoration, and the birth of Modern Theatre.

THE 215 Audition Technique (4 hours)
This course teaches actors how to prepare and perform for on-stage and on-camera auditions. Topics covered include audition monologues, scene auditions, working with a reader, self-taping for film/tv, the roles of agents/casting directors, and professional etiquette and expectations. Prerequisite: THE 105.

THE 220 Theatre History II: Restoration to 21st 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: Modern, Realism, Domestic Tragedy, Contemporary, Experimental, and various other 21st Century movements and styles exploring race, ethnicity, gender, and LGBTQ themes.

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 306 Acting for the Camera (4 hours)
This performance-based course covers acting techniques for a variety of on-camera projects including theatrical (film/tv), industrials, and commercials. Topics will include scene analysis, acting terminology for film/tv, acting techniques specifically for on-camera performance, basic video and editing technology, auditioning, and the business aspects of acting in film/tv. Visits from local actors, casting directors, and agents will offer students various perspectives on the Atlanta film/tv industry. Prerequisite THE 205 Intermediate Characterization or permission from Director of Theatre Program. Prerequisite: THE 205.

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. Prerequisite: THE 110.

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 electrics will also be a central feature of the course. Prerequisite: THE 110.

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. Prerequisite: THE 110.

THE 318 Sound Design (4 hours)
This course is an introduction to the art and craft of sound design for theater. It will examine the methods and tools essential for conceptualizing and completing a sound design from the basic sound system set up through the delivery of a finalized product. Prerequisite: THE 110.

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 is a directing practicum focusing on the director's process in the rehearsal room. Students will direct their own projects throughout the semester which can range from classical to contemporary plays, new plays, plays with heightened language and/or style, and devised work. 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 360 Performing Arts Management (4 hours)

This course provides students with an overview of the administrative and management functions of a non-profit performing arts company. Topics explored include developing a mission statement, budgeting, programming, audience development, fundraising, marketing, staffing, and leadership.

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.

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 21st century women leaders.

ULP 250 Urbanization (4 hours)
This course applies urban global themes with ethnographic case studies allowing students to actively engage with their environment in Atlanta with a variety of media in assignments. Themes include, but not limited to: race, class, economy, crime and violence, social inclusion, citizenship and politics, globalization, sustainability, transportation, gentrification, and segregation.

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. Prerequisites: None. Offered every fall semester.

WGS 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. Prerequisites: None. Offered every three years. Cross-listed as PSY-125.

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 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. Cross-listed as SOC 201.

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 210 Feminist Philosophy (4 hours)
By and large, feminists argue for the equal dignity of women and against the oppression of women. But what does it mean to be a "woman"? What is "oppression"? What is the nature of the equality towards which feminists strive? And what conceptions of woman throughout the history of ideas—particularly throughout the philosophical tradition-- ground not only the historical oppression of women but also the feminist fight against the oppression of women? In this course, we will examine works by some of the most influential thinkers in the history of Western philosophy. We will not only examine what these thinkers said about the nature of "woman" but also how these conceptions gave rise to oppressive treatment of women and inform the variety of divergent views that constitute the feminist movement. We will also examine a variety of texts by feminist philosophers and theorists with the aim of illuminating the multifaceted nature of the philosophical commitments of feminism and its response to the historical devaluation and oppression of women. The course contains three broad components: The Portrayal of Women in the Philosophical Tradition, Feminist Critiques of the Philosophical Tradition, and The Intersection of Feminist Philosophy and Various Types of Feminism--radical, socialist, liberal, multicultural, etc. Prerequisite: None. Offered alternate spring semesters. Cross-listed as PHI 210.

WGS 211 What's Love Got to do with It? 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. Prerequisite: None. Offered alternate fall semesters. Cross-listed as PHI 211.

WGS 225 Women, Art, & Society: Women Artists (4 hours)
This course is a survey of women artists from prehistory to the present. Throughout the semester, we will examine women's art and women artists to understand the circumstances that affected women's access to art education, patronage, and exhibition opportunities. We will also discuss social, economic, intellectual, and political developments that have shaped women artists and their art. Prerequisites: COR 104 or WGS 101. Offered alternate fall semesters. Cross-listed as ART-225.

WGS 235 Black Intellectual History and Thought (4 hours)
This course traces black races' intellectual production through thinkers who demand/ed recalibration and reconfiguration of deeply embedded assumptions and practices. In this way we come to understand the politics of difference. The terms Black and black races cover not only thinkers here in the U.S., but key Black thought around the world, and therefore reveal differences between and among groups of Black people. The various forms of human affirmation are connected through major historical and thematic links such as Black feminisms, the modern world and the Black condition, Black intellectual labor in the U.S. university, critiquing 'progress' narratives and more. We will look at U.S. cultural and intellectual history in comparative context alongside the histories of other nation-states founded by European colonists. When we validate Black thought, we counter the so-called norms that have been structurally ingrained in society and in university curricula and we also strengthen the whole fabric of intellectual thought by its contribution. Cross-listed as AAS 235 and HIS 235.

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 LGTBQIA 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.
Prerequisites: None. 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 350 Feminist Discourses and Criticism (4 hours)
Students will explore various feminist discourses and apply modes of feminist criticism to various speech acts. We will survey feminist rhetoric, social, and political theories, learning to read rhetorical texts from varied orientations. Recognizing the intersectionality in feminism, we will critically engage with Black, Western, queer, Asian, Chicana, and postcolonial feminist discourses. Prerequisites: WGS 101 or COM 105. Offered alternate fall semesters. Cross-listed as COM 350.

WGS 355 Introduction to Queer Studies and Queer of Color Critique (4 hours)
Building upon the rich theoretical traditions of woman of color feminism and queer theory, queer of color critique is a broadly interdisciplinary field focused on the intersections of identities and oppression. By engaging its critical lineages, methodologies, and exciting new areas of inquiry, we'll learn in this course to interrogate structures of power and dream up more livable worlds. We'll theorize what it means to survive, to be recognized, and to be free, and we'll dream up concrete ways to build the better worlds we imagine.
Prerequisite: WGS 101. Offered alternate fall semesters. Cross-listed as AAS 355.

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 selfhood. Class will be conducted in lecture format with some in-class screenings and class discussion. Prerequisite: WGS 101, or COM 105 and COM 120. 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 460 Space, Place, and Public Memory (4 hours)
Students will explore the relationship between space, place, memory, and power from a rhetorical conception. Space can be understood as both a symbol of community identity and as a canvas for individuals to represent their identity. We will explore the ways people creatively use space in cities as narrative to share identity, history, and culture, and to contest marginalization. Prerequisites: COM 105 or WGS 101 or COR-104. Offered alternate spring semesters. Cross-listed as ART 460 and COM 460.

WGS 480 Persuasion and Social Movements (4 hours)
Students will be introduced to the role persuasion and performance play in social movement, assessing the rhetorical history of a social movement, and speaking for social change. Through advanced public speaking and research assignments, students will engage in communicating for public advocacy on a social issue of their own interest. Prerequisites: COM 105 and COM 110, or WGS 101. Offered alternate spring semesters. Cross-listed as COM 480.

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 (Creative Writing, Writing)

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 220 Writing Center Theory, Pedagogy, and Practice (4 hours)
Introduces students to composition theories, composition pedagogy, and best practices. Students will explore and discuss the theories that influence writing center practices and develop a toolkit of concrete strategies to use during tutoring. Students who complete the course will be eligible to apply to tutor in the Oglethorpe Writing Center.

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. The course will be structured around a singular theme or themes to provide a unified learning experience across fiction and nonfiction genres.

WRI 350/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.

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. Title IX Policy

Oglethorpe University is committed to maintaining a safe learning and working environment that is free from sexual discrimination and harassment. The University will respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. The University, along with the U.S. Department of Education and its Office for Civil Rights (OCR), believes that providing 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. Program or activities include locations, events, or circumstances over which the University exercises substantial control over both the alleged perpetrator and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. This policy applies to current students, applicants for admission, faculty, staff, and other individuals associated with the University.

The University actively encourages all members of the community to report and take action to make the University a safe, welcoming, and respectful environment.

14.1 Title IX Coordinator & Reporting Title IX Matters

Incidents of sexual harassment involving students, faculty, staff, or associated parties should be reported immediately to the University, police, or both.

Victims of sexual assault should 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.

14.1.1 Designation of Title IX Coordinator

The University has designated and authorized the Title IX Coordinator and Deputy Coordinator(s) to coordinate its efforts to comply with its responsibilities under federal law.

Title IX Coordinator: Austin Rayford, Director of Equity and Care
(404) 364-8344
arayford@oglethorpe.edu or titleix@oglethorpe.edu
Turner Lynch Campus Center 237
4484 Peachtree Rd. NE
Atlanta, GA 30319

Deputy Title IX Coordinator: Sandy Butler
(404) 364-8325
sbutler1@oglethorpe.edu

Lupton Hall
4484 Peachtree Rd. NE
Atlanta, GA 30319

14.1.2 Filing a Report or Complaint with the University

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

To make a report or file a complaint to initiate the University's grievance process for an alleged violation of this policy, or to seek University support for a victim, contact the Title IX Coordinator or send an e-mail to titleix@oglethorpe.edu.

14.1.2.1 Response & Supportive Measures

Upon receipt of a report or complaint, the Title IX Coordinator will promptly contact the alleged victim, who becomes the potential Complainant, to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint.

The Title IX Coordinator will engage in a meaningful dialogue with the Complainant to determine which supportive measures may restore or preserve equal access to education program or activity without unreasonably burdening the other Party, including measures designed to protect the safety of all Parties or the educational environment, or deter sexual harassment. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the to the Party before or after the filing of a formal complaint or where no formal complaint has been filed. Examples of supportive measures include "no contact" orders, changes in class schedule, campus escorts, changes in residence hall assignments, and counseling. These measures will last throughout the grievance process or as designated by the Title IX Coordinator.

Supportive measures are available to both Complainants and Respondents.

14.1.3 Other Officials with Authority to Receive Reports

All University employees are trained to make reports to the Title IX Coordinator if they become aware of sexual harassment or discrimination. However, there are specific University "Officials with Authority" who can ensure that the University, through the Title IX Coordinator, will be on notice to respond to any reports or complaints. The following individuals are designated as "Officials with Authority": University President, Provost, Vice President of Diversity, Equity, and Inclusion, Title IX Coordinator, Deputy Title IX Coordinator, Dean of Students, Associate Dean of Students, Director of Residence Life, Associate Director of Residence Life, Assistant Director of Campus Life, Director of Campus Safety and Director of Human Resources.

14.2 Definitions of Prohibited Conduct & Related Definitions

The following definitions describe prohibited conduct subject to this Title IX policy.

14.2.1 Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following; (a) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively

offensive that it effectively denies a person equal access to University educational programs or activities; (b) An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; (c) Sexual assault as defined below.

For purposes of this policy and Title IX regulations, any prohibited conduct in this Section 14.2 may also be considered or referred to as sexual harassment generally.

14.2.2 Sexual Assault: Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

14.2.2.1 Rape: The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity

14.2.2.2 Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

14.2.2.3 Sexual Assault with An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

14.2.2.4 Forcible Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

14.2.3 Sexual Assault, Non-forcible: Unlawful, nonforcible sexual intercourse.

14.2.3.1 Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

14.2.3.1 Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.

14.2.4 Dating Violence: Violence committed by a person (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

14.2.5 Domestic Violence: Includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Georgia and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who:

- is a current or former spouse or intimate partner of the victim, or person similarly situated to a

spouse of the victim;
- is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- shares a child in common with the victim; or
- commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

14.2.6 Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for one's safety or the safety of others; or (b) suffer substantial emotional distress.

14.2.7 Economic Abuse: in the context of domestic violence [and] dating violence means behavior that is coercive, deceptive, or unreasonably controls or restrains a person's ability to acquire, use, or maintain economic resources to which they are entitled, including using coercion, fraud, or manipulation to:

- restrict a person's access to money, assets, credit, or financial information;
- unfairly use a person's personal economic resources, including money, assets, and credit, for one's own advantage; or
- exert undue influence over a person's financial and economic behavior or decisions, including forcing default on joint or other financial obligations, exploiting powers of attorney, guardianship, or conservatorship, or failing or neglecting to act in the best interests of a person to whom one has a fiduciary duty.

14.2.8 Technological Abuse: means an act or pattern of behavior that occurs within domestic violence, sexual assault, dating violence or stalking and is intended to harm, threaten, intimidate, control, stalk, harass, impersonate, exploit, extort, or monitor, except as otherwise permitted by law, another person, that occurs using any form of technology, including but not limited to: internet enabled devices, online spaces and platforms, computers, mobile devices, cameras and imaging programs, apps, location tracking devices, or communication technologies, or any other emerging technologies

The following are definitions of related terms:

14.2.9 Consent: 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 harassment.

In determining a violation of policy and determining whether consent was given, the following will also be considered: (a) "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. (b) "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. (c) "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.

14.3 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 when someone reports their own experience of sexual misconduct directly to the University and seeks to file a complaint, or when someone 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, take immediate action to ensure safety and minimize recurrence of any sexual harassment. All reports of sexual harassment will be treated seriously. The Title IX Coordinator will immediately offer supportive measures and respond meaningfully to all reports of sexual harassment 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 harassment and prohibited conduct under this policy. The time period from the filing of a formal complaint, until the issuance of a written determination by a Hearing Panel, is up to one hundred twenty (120) calendar days. 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. Temporary delay of the grievance process or the limited extension of time frames will be allowed for good cause at the discretion of the Title IX Coordinator or Hearing Officer. In the instance of a delay or extension, written notice and the reasons for the action will be provided to the Parties. Good cause may include considerations such as the absence of a Party, a Party's Advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The University is committed to a fair and equal process for all Parties. An individual responding to a complaint is presumed not responsible, throughout the grievance process until otherwise determined by the appropriate decision makers at the conclusion of this process, or the Respondent admits responsibility. The burden of proof for a violation of the Title IX policy is a preponderance of the evidence, and such burden rests on the University. The Title IX Coordinator, assigned Investigator, mediators, 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 and individual's rights or standing in the process in addition to consequences in the Student Code of Conduct, Faculty Handbook, or Employee Handbook. The grievance process will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

14.3.1 Formal Complaint

The formal complaint is a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the University investigate the allegation of sexual harassment. This is the first step in the grievance process.

14.3.1.1 Notice of Allegations

The Title IX Coordinator will provide written notice to the Complainant and Respondent containing the allegations of sexual harassment potentially constituting a violation of this policy, including sufficient details known at the time, and with sufficient time to prepare a response before any initial interview. The notice will also contain information outlining this grievance process and the informal resolution process.

14.3.1.2 Complaint Review

The Title IX Coordinator will make an initial determination whether the allegations in the complaint appropriately fall under the purview of Title IX. Such determination may be revisited throughout the process.

The Title IX Coordinator must dismiss a complaint under this policy if the conduct alleged in the formal complaint (a) would not constitute sexual harassment as defined in this policy even if proved; (b) did not occur in University educational programs or activities; or (c) did not occur against a person in the United States.

The Title IX Coordinator may dismiss a complaint at any time if (a) a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; (b) the Respondent is no longer enrolled or employed by the University; (c) or specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal in accordance with this section, the University will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the Parties. A dismissal is appealable in accordance with Section 14.3.10.

14.3.1.3 Case Consolidation

The University may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular “Party,” “Complainant,” or “Respondent” include the plural, as applicable.

14.3.2 Investigation

Title IX Coordinator will assign an Investigator to the case 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. The Investigator will promptly begin the investigation after the Parties are noticed. The investigation will be adequate, reliable, impartial, and prompt, and include an equal opportunity for both Parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

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 burden of proof and the burden of gathering evidence sufficient to reach a determination regarding

responsibility rest on the University. However, the University does not have subpoena power, or the ability to compel most Parties or Witnesses to participate.

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 and waiver of certain rights under Title IX, including the opportunity to present Witnesses and evidence.

Throughout the investigation, the Complainant and Respondent may 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

14.3.3 Investigative Report Review by the Parties

At the conclusion of the investigation, the Investigator will prepare the investigative report. The investigative report will summarize the relevant exculpatory and inculpatory evidence. 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. All University investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Both Parties are entitled to equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint. This also includes any evidence upon which the University does not intend to rely in reaching a determination regarding responsibility. Prior to completion of the investigative report, the Investigator will send to each Party and the Party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the Parties will have at least 10 business days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

After reviewing the written responses, if any, the Investigator will then finalize the Investigation Report and, least 10 business days prior to a hearing or other time of determination regarding responsibility, send to each Party and the Party's advisor, if any, the final investigative report in an electronic format or a hard copy, for their review and written response.

Parties and Advisors will be subject to a non-disclosure agreement not to disclose any evidence subject to inspection and review prior to accessing materials.

14.3.4 Investigative Report Review by the Title IX Coordinator

The Title IX Coordinator will review the final investigative report under the same guidelines outlined in Section 14.3.1.2 to determine whether the case should proceed to a hearing or be dismissed.

If the Title IX Coordinator determines that case will proceed to a hearing, then the Title IX Coordinator will notify the Hearing Officer, and begin the process of convening a Hearing Panel. The determination to convene a Hearing Panel does not predetermine that the Respondent is or will be found responsible for a policy violation.

The Title IX Coordinator may also suggest an Informal Resolution at this stage.

14.3.5 Hearing Process

The Title IX Coordinator and Hearing Officer will convene a Hearing Panel and schedule the hearing at a date and time where all necessary Parties (based on the discretion of the Hearing Officer) are available. Hearings dates are typically scheduled within two weeks of notification to the Hearing Officer. However, a hearing may be scheduled further out if there are conflicts with final exams, scheduled course breaks, or for other documented good reason. The Complainant and Respondent are generally expected to be available outside of academic scheduling. The Title IX Coordinator or Hearing Officer may informally confer with the Parties to determine an available date. Once the official hearing notice is sent to the Complainant and Respondent, the Parties must confirm attendance or provide a written request within 48 hours of receipt if there is valid reason to reschedule. Upon a confirmation of attendance, the Parties will also be required to inform the Title IX Coordinator the name of their Advisor who will also be attending, or if they will elect to have a University Advisor instead. (Parties are limited to having one person join them in the hearing). The Parties will also be required to indicate which Witnesses they intend to call for the hearing at this time.

The Hearing Officer will secure a space that is appropriate, private, and provides sufficient space for the Parties to confer and the witnesses to wait. The Hearing Officer may also determine that a remote hearing through video conference is appropriate.

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.

A. **Introduction.** The Hearing Officer will make introductions and explain the hearing process.
B. **Opening Statements.** The Complainant may make the first opening statement. The Respondent may follow with their opening statement.
C. **Hearing Panel Questions.** The Hearing Panel may ask questions of the Complainant. Thereafter, the Hearing Panel may ask questions of the Respondent.
D. **Cross Examination of the Parties.** The Hearing Officer will recognize the Complainant's Advisor to cross examine the Respondent. The Hearing Officer will recognize the Respondent's Advisor to cross examine the Complainant.
E. **Witnesses.** The Hearing Officer will determine the order of Witnesses and the order of the questioning of the Witnesses. The Hearing Panel, Complainant Advisor and Respondent's Advisor will each have the opportunity to separately to ask any relevant question of each Witness.
F. **Hearing Panel Follow Up Questions.** The Hearing Panel may ask any remaining questions of either Party.
G. **Closing Statements.** The Complainant may make a closing statement. The Respondent may follow with a closing statement.
H. **Dismissal and Deliberation.** The Hearing Officer will conclude the hearing and dismiss the Parties. The Hearing Panel will deliberate.

14.3.6 Hearings Rules & Decorum

The Hearing Officer is charged with administering the hearing, deliberations, and the appeals process. The Hearing Officer has full discretion in the administration of all aspects outlined in Section 14.3.5 through Section 14.3.11, and wherever it may be necessary, in order to ensure a fair, orderly, and efficient process. The Hearing Officer does not vote or make any determination of responsibility.

Any attendee who wishes to speak during a hearing must first be recognized by the Hearing Officer. Generally, Advisors are only permitted to speak during cross examinations. The Complainant and Respondent are permitted to speak during opening and closing statements. No interruptions will be

tolerated. The Hearing Officer may remove any individual who is speaking out of turn or becoming disruptive. All attendees are expected to be respectful in their tone and tenor throughout the hearing. The Hearing Officer will not permit raised voices or inappropriate language. Disruptive gestures or audible non-verbal noises are also prohibited when an attendee is not recognized to speak.

Brief breaks may be requested throughout the hearing by the Complaint, Respondent, or the Hearing Panel.

14.3.7 Rules for Cross Examination

During cross-examination, each Party's Advisor is able to ask the other Party and any Witnesses all relevant questions and follow-up questions, including those challenging credibility. The cross-examination must be conducted directly, orally, and in real time by the Party's Advisor and never by a Party personally. If a Party does not have an Advisor present at the live hearing, the University will provide one to conduct cross-examination on behalf of that Party.

If a Party or witness does not submit to cross-examination at the live hearing, the Hearing Panel will not rely on any statement of that Party or Witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a Party's or Witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Only relevant questions may be asked of a Party or Witness. The Hearing Officer will be the arbiter of relevance. During the hearing, the Advisor will ask each question aloud, and pause. Prior to the Complainant, Respondent, or Witness answering a question, the Hearing Officer will make an oral determination of relevance as follows:

A. If the question is relevant, the Hearing Officer will state "yes" and the Complainant, Respondent, or Witness should proceed to respond.
B. If the question is not relevant, the Hearing Officer will state "not relevant." The Hearing Officer will explain to the Advisor the decision to exclude the question. The Complainant, Respondent, or Witness should not respond to the question. The Advisor will then be directed to proceed with the next question.

There are no "objections" to relevance determinations or to any portion of a hearing; Advisors are not permitted to challenge a determination of the Hearing Officer. The Hearing Officer may initiate engagement with the Advisor asking the question with a request to explain relevance. The Hearing Officer may also pause to confer with counsel or consider relevance as necessary.

14.3.7.1 Categories Not Relevant for Cross Examination

Rape Shield: Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Privileged Information: Questions seeking information protected by a legally recognized privilege, or a Party's medical, psychological, and similar records are not relevant, unless the Party has given voluntary, written consent.

14.3.8 Hearing Panel

All Hearing Panels are made up of three impartial individuals who are trained to adjudicate Title IX complaints. Members of the Faculty Staff Judicial Board will serve as panelist for all cases, except for cases with faculty Respondents. Hearing Panels for faculty Respondents will be made up of elected members of the Faculty Hearing Committee. The Hearing Officer and Title IX Coordinator will ensure proper training of all Hearing Panelists.

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 meet until a decision is reached. The decision of the Hearing Panel is decided by a 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. The Panel will make an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence. 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 "Responsible" or "Not Responsible."

After a determination of responsibility, the Hearing Panel will make a determination of appropriate sanctions and/or remedies based on the facts of the case. The Hearing Officer and Title IX Coordinator may also be present at deliberations to consult and ensure sanctions are consistent with relevant policies and historical institutional practices.

Once a decision has be finalized by the Panel, the Parties will be provided with a simultaneous written decision letter 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 and/or remedies.

14.3.9 Sanctions & Remedies

The Hearing Panel may impose sanctions, including, but not limited to those set forth below. Specific requirements of each sanction will be determined by the Hearing Panel to appropriately correspond with each finding. 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.

A Student Respondent may be imposed: warnings; social probation, which may include restriction from particular buildings, areas of campus, and/or University; restriction from participation in University athletics; no-contact orders; educational requirements focused on substance use, anger management or other issues; mandatory counseling; written reflections; 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. Certain sanctions may also include permanent notations of University transcripts. Faculty and staff Respondents may be assessed: warnings; mandatory trainings or other educational requirements; counseling or therapy; behavior contracts; temporary suspensions; demotions; changes to their job description and/or responsibilities; termination; or any other sanction permissible under the Employee Handbook.

Remedies awarded to the Complainant are designed to restore or preserve equal access to University programs or activities. Theses remedies typically include the same individualized services described as Supportive Measures in this policy; however, remedies may be disciplinary, punitive, and burden the Respondent.

14.3.10 Appeals

Both the Respondent and Complainant may appeal the Hearing Panel decision or complaint dismissal by the Title IX Coordinator. An appeal must be made in writing within five (5) business days of the decision letter or dismissal notice.

The Complainant or the Respondent will be notified if the other Party submits an appeal and be provided with a copy of the appeal for review. 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 Officer will call together an Appeals Committee to review the appeal and any written response. The three-member committee will consist of three members of the President's Cabinet. The Hearing Officer may substitute a staff member at the Director level if sufficient Cabinet members are not available or otherwise conflicted. The Appeals Committee for faculty Respondents will consist of the Provost and two members of the Board of Trustees as designated by the Chair of the Board of Trustees. If the Provost is conflicted, the Hearing Officer may substitute the Associate Provost or another Trustee.

The timeframe from the receipt of an initial appeal to a written determination by the Appeals Committee is forty-five (45) calendar days, subject to reasonable delays or extensions for good reason as determined by the Hearing Officer. In such instance of a delay the Parties will be noticed in writing.

An appeal may be made on one or more of the following grounds only:

A. Procedural irregularity that affected the outcome of the matter; or
B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; or
D. The sanctions or remedies were not appropriate for the specific policy violation for which the Respondent was found responsible, or did not sufficiently restore access to University programs or activities for the Complainant.

An appeal is not a new hearing and the Appeals Committee will meet alone with the support of the Hearing Officer and/or 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 response, the hearing recording, and written records of the case. Based on these materials, the Appeals Committee may:

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. Remand the case to a new Hearing Panel for a new hearing, or back to investigation, when a substantial procedural error is determined to have occurred and has unfairly influenced the original hearing; 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 Officer 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; or
F. Remand the case for new hearing or investigation if there was a conflict of interest that affected the outcome of the matter; or
G. Modify the sanctions or remedies if they are found inappropriate.

Once the Appeals Committee has made its decision, the Hearing Officer will notify the Respondent and the Complainant simultaneously of the result of the appeal and the rationale for the result. The Appeals Committee's decision is final and there are no further appeals permitted by either Party.

14.3.11 Record of Process & Document Retention

An audio or video recording will be made of the hearing for the use of the Hearing Panel and the Appeals Committee. The University will retain all recordings, and all records relating to investigations, hearings, sanctions, remedies, appeals, informal resolutions, and all training materials for a period of seven years. 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.

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.

14.4 Definition of Roles

14.4.1 Advisor

An individual who serves in support of a Party to the Title IX process. The Advisor's essential role is to conduct cross-examination at a live hearing. A Party may select an Advisor of their choosing, who may, or may not be an attorney. A Party may also request that the University provide an Advisor for them. Parties may have their Advisor present at any meeting or hearing throughout the process. A Party must notify the Title IX Coordinator to include their Advisor on correspondence and prior to any attendance. Advisors will be required to sign a non-disclosure agreement covering certain private or confidential information learned or accessed in their participation in the process. University Advisors are only guaranteed for preparation and attendance at a hearing to conduct cross examination.

14.4.2 Complainant

An individual who is alleged to be the victim of conduct that could constitute sexual harassment and violation of this policy. A complainant must be participating in, or attempting to participate in, the University's educational programs or activity at the time of filing a formal complaint. A Complainant may be referred to in this policy as a "Party" or collectively with the Respondent as "Parties" to the case.

14.4.3 Confidential Resources

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.

14.4.4 Hearing Officer

The Hearing Officer administers the hearing and appeals processes and ensures that the proper policy is followed throughout. While the Hearing Officer is present during Hearing Panel and Appeals Committee deliberations, the Hearing Offices does not have a vote in either.

14.4.6 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 given case may be assigned an additional assistant Investigator to support the principal Investigator.

14.4.7 Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. A Respondent may be referred to in this policy as a "Party" or collectively with the Complainant as "Parties" to the case.

14.4.8 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.

14.4.9 Witness(es)

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 are in the hearing room only during the time they are testifying. Witnesses answer questions from the Hearing Panel, and the Parties' Advisors.

14.5 Informal Resolutions & Mediation

Based on the judgment of the Title IX Coordinator, certain cases may be appropriate for an Informal Resolution process with the aim of entering into an Informal Resolution Agreement. The Informal Resolution Agreement is a set of terms that both Parties agree to in writing which represents a conclusion to the grievance process. Informal Resolution Agreements are treated as contracts; the Parties negotiate the terms of the agreement through an intermediary and, once entered into, it becomes binding according to its terms. To proceed with an Informal Resolution, the Parties provide voluntary, written consent to the process.

An Informal Resolution is typically initiated by the Title IX Coordinator, but either Party may indicate directly to the Title IX Coordinator that they are open to a resolution at any time. The Title IX Coordinator will present the option of an Informal Resolution and proposed terms to each Party independently and in writing. 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 proposed terms, or is uninterested in engaging in negotiations, they may continue with the University's grievance process at any time before signing the Informal Resolution Agreement.

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 also voluntary and both Parties must agree to participate. The Title IX Coordinator will select one trained mediator from among the faculty, staff, or an outside source where appropriate. The goal of mediation is the same of a typical 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 may sign an Informal Resolution Agreement with the agreed upon terms, and their case will be concluded. If either Party believes that the mediation process was unsuccessful, they may continue with the University's grievance process.

Informal resolutions may take up to thirty (30) calendar days once initiated. Informal resolutions with mediation may take up to forty-five (45) calendar days once initiated. Timeframes are subject to reasonable delays or extensions for good reason as determined by the Title IX Coordinator. In such instance of a delay the Parties will be noticed in writing.

Informal resolutions are not permissible to resolve allegations that an employee sexually harassed a student.

14.6 Retaliation

The University does not tolerate retaliation. No member of the University community may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes per se retaliation. Notwithstanding, charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any Party made a materially false statement in bad faith.

The University's ability to respond to retaliation will depend, in part, on the relationship between the University and the individual who commits the retaliation. 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 this policy should immediately report the alleged retaliation to the Title IX Coordinator. An independent investigation may be conducted under the purview of the Title IX Coordinator, 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.

14.6.1 Witness Tampering

Witness intimidation, which may also be retaliation, is strictly prohibited under this policy and Title IX regulations. Generally, a Party's communication with a witness or potential Witness must be considered part of a Party's right to meaningfully participate in furthering the Party's interests in the case, and not an "interference" with the investigation. However, where a Party's conduct toward a Witness might constitute

"tampering" for instance, by attempting to alter or prevent a Witness's testimony, such conduct is prohibited.

14.7 Requests Not to Pursue Complaints and Confidentiality

Where a Complainant desires to initiate a grievance process, the Complainant cannot remain anonymous or prevent the Complainant's identity from being disclosed to the Respondent.

Complainants may determine in response to a report, or after filing a complaint that they do not wish to pursue a resolution through the University, or that they want their identity to remain confidential. The University takes such requests seriously and, in many cases, will close the case. However, some circumstances may require the University, via the Title IX Coordinator, to initiate an investigation and adjudication of sexual harassment allegations in order to protect the educational community or otherwise avoid being deliberately indifferent to known sexual harassment.

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.

14.8 Student Pregnancy or Pregnancy Related Conditions Policy

Policy Statement:

Title IX of the Education Amendments of 1972 provides: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

It is the policy of Oglethorpe University ("Oglethorpe") to maintain an environment that is free of all forms of discrimination on the basis of sex-based harassment in any education program or activity whether or not such program or activity is offered or sponsored by Oglethorpe including admission and employment.

This Policy prohibits all forms of discrimination on the basis of sex and sex-based harassment, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions. This Policy also prohibits retaliation against a person who reports, complains about, or who otherwise participates in good faith in any matter related to this Policy. All the foregoing conduct shall be referred to as "Prohibited Conduct."

Oglethorpe will take prompt and equitable action to eliminate the Prohibited Conduct (if any), prevent its recurrence, and remedy its effects. In addition, Oglethorpe will fulfill its obligations under the Violence Against Women Reauthorization Act of 2013 ("VAWA") amendments to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") in response to reported Prohibited Conduct. Students, employees, or third parties who are found to have violated this Policy may face disciplinary action Institution to and including expulsion (students) or termination of employment or contractual relationship (employees or third-party contractors).

Inquiries about Title IX may be referred to Oglethorpe's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Oglethorpe's Title IX Coordinator is:

Title IX Coordinator: Austin Rayford

(404) 364-8344 arayford@oglethorpe.edu or titleix@oglethorpe.edu

Room 230

Turner Lynch Campus Center

4484 Peachtree Rd. NE Atlanta, GA 30319

Oglethorpe also prohibits other forms of discrimination and harassment as described in Section 3.3.3 of the University Bulletin.

Oglethorpe's full Title IX Policy can be found above in this Section 14.

Definitions

Admission means selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, membership, or matriculation in or at an education program or activity operated by Oglethorpe.

Confidential employee means:

An employee of Oglethorpe whose communications are privileged or confidential under Federal or State law. The employee's confidential status, for purposes of this part, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies;

An employee of Oglethorpe whom Oglethorpe has designated as confidential under this part for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing those services; or

An employee of Oglethorpe who is conducting an Institution Review Board-approved human-subjects research study designed to gather information about sex discrimination—but the employee's confidential status is only with respect to information received while conducting the study.

Department means the Department of Education.

Federal financial assistance means any of the following, when authorized or extended under a law administered by the Department a grant or loan of Federal financial assistance, including funds made available for: (i) the acquisition, construction, renovation, restoration, or repair of a building or facility or any portion thereof; and (ii) Scholarships, loans, grants, wages, or other funds extended to any entity for payment to or on behalf of students admitted to that entity, or extended directly to such students for payment to that entity.

Parental status, as used in §§ 106.21(c)(2)(i), 106.37(a)(3), 106.40(a), and 106.57(a)(1), means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is a biological parent; an adoptive parent; a foster parent; a stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Pregnancy or related conditions means pregnancy, childbirth, termination of pregnancy, or lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Student means a person who has gained admission.

Student with a disability means a student who is an individual with a disability as defined in the Rehabilitation Act of 1973, as amended, 29 U.S.C. 705(9)(B), (20)(B), or a child with a disability as defined in the Individuals with Disabilities Education Act, 20 U.S.C. 1401(3).

Reasonable Modifications means individualized measures offered as appropriate to students and employees

for pregnancy or pregnancy related conditions.

Reporting Options and Resources

On-Campus Reporting Options

Oglethorpe has designated the following individuals to serve in official capacity regarding reporting matters involving pregnancy or pregnancy-related conditions.

Name	Title IX Position	Office	Phone	Email
Austin Rayford	Title IX Coordinator	TLCC 230	(404) 364-8344	arayford@goelthorpe.edu
Sandy Butler	Deputy Title IX Coordinator	Lupton 104-A	(404) 364-8325	sbutler1@oglethorpe.edu

Confidential Reporting on Campus

The confidential resources available to individuals on campus are university counselors from the University Counseling Center located on the ground floor of Lowry Hall.

A confidential report is required by state law to notify child protective services and/or local law enforcement of suspected abuse of a minor under the age of 18 years of age.

Policy

Oglethorpe has not adopted or implemented any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex.

Oglethorpe will not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. Oglethorpe does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity provided Oglethorpe ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions.

Oglethorpe ensures that when a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related conditions, unless the employee reasonably believes that the Title IX Coordinator has been notified, the employee promptly provides that person with the Title IX Coordinator's contact information and informs that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Oglethorpe's education program or activity.

Oglethorpe takes specific actions to promptly and effectively prevent sex discrimination and ensure equal access to Oglethorpe's education program or activity once the student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions. The Title IX Coordinator will coordinate these actions.

Oglethorpe will inform the student, and if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Oglethorpe's obligations under this section and provide Oglethorpe's notice of nondiscrimination.

Reasonable Modification

Oglethorpe will make reasonable modifications to Oglethorpe's policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to Oglethorpe's education program or activity. Each reasonable modification must be based on the student's individualized needs. In determining what modifications are required under this paragraph, Oglethorpe must consult with the student. A modification that Oglethorpe can demonstrate would fundamentally alter the nature of its education program or activity is not a reasonable modification.

The student has discretion to accept or decline each reasonable modification offered by Oglethorpe. If a student accepts Oglethorpe's offered reasonable modification, Oglethorpe will implement it.

Reasonable modifications may include, but are not limited to, breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom; intermittent absences to attend medical appointments; access to online or homebound education; changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access; or other changes to policies, practices, or procedures.

Voluntary access to separate and comparable portion of program or activity

Oglethorpe will allow the student to vountarily acces any separate and comparable portion of Oglethorpe's education program or activity.

Voluntary leaves of absence

Oglethorpe will allow the student to voluntarily take a leave of absence from Oglethorpe's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a student qualifies for leave under a leave policy maintained by Oglethorpe that allows a greater period of time than the medically necessary period, Oglethorpe will permit the student to take voluntary leave under that policy instead if the student so chooses. When the student returns to Oglethorpe's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the voluntary leave began.

Lactation space

Oglethorpe will ensure that the student can access a lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

Limitations on documentation

Oglethorpe will not require supporting documentation unless the documentation is necessary and reasonable for Oglethorpe to determine the reasonable modifications to make or whether to take additional specific actions. Examples of situations when requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action is obvious, such as when a student who is pregnant needs a bigger uniform; when the student has previously provided Oglethorpe with sufficient supporting documentation; when the reasonable modification because of pregnancy or related conditions at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs; or when the specific action is available to students for reasons other than pregnancy or related conditions without submitting supporting documentation.

Comparable treatment to other temporary medical conditions

Oglethorpe treats pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy Oglethorpe administers, operates, offers, or participates in with respect to students admitted to Oglethorpe's education program or activity.

Certification to participate

Oglethorpe will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in Oglethorpe's class, program, or extracurricular activity unless:

The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;

Oglethorpe requires such certification of all students participating in the class, program, or extracurricular activity; and

The information obtained is not used as basis for discrimination prohibited by this Policy.

15. 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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Vice President and Assistant General Counsel
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Atlanta, GA

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Managing Partner
Champion & Magbee Financial Services

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Senior Vice President, U.S. Operations (Retired)
United Parcel Service
Chairman, The Winestock Foundation
Atlanta, GA

Cody L. Partin ’02, Secretary
President
Cox Family Office
Atlanta, GA

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President
Grady Health Foundation
Atlanta, GA

Taliaferro Murphy
Community and Educational Philanthropist
Atlanta, GA

Virginia Bennett
Independent Consultant
Washington, DC

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President
Cox Family Office
Atlanta, GA

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Assistant General Counsel
Porsche Cars North America
Atlanta, GA

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Partner
Sealy Real Estate
Tuscaloosa, AL

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Managing Partner
Clements & Sweet, LLP
Atlanta, GA

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Directory of Treasury Services (Retired)
Cox Enterprises
Atlanta, GA

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Program Manager
The Scholarship Academy
Atlanta, GA

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Vice President and Assistant General Counsel
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Atlanta, GA

Clifford Foster ‘11
Head of Measurement & Analytics
Google
Chicago, IL

Andrea Rivera
Owner
H3 Media
Atlanta, GA

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Marietta, GA

Cleve Hill ‘01
Managing Partner
Georgia Legacy Law Group, LLC
Alpharetta, GA

Glen Jackson
Cofounder
Jackson Spalding
Atlanta, GA

David M. Leonard
Principal
Dave Leonard Arbitration, LLC
Atlanta, GA

Jason Lewis ’09
Owner and CFO
Lightnin’ Production Rentals
Watkinsville, GA

J. Russell Magbee, Jr.
Managing Partner
Champion & Magbee Financial Services
Saint Simon Island, GA

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Chief Operating Officer, Chick-fil-A
Atlanta, GA

Pam Stewart ‘04
Chief Customer Officer, Retail, Coca-Cola
Atlanta, GA

Timothy Randall Roberson ’97
Vice President, Leadership Development
NACUBO
Washington, DC

Peter Rooney
President
Atlanta Youth Academy
Atlanta, GA

John Shelnutt ’84
CEO
Fortress Solutions
Plano, TX

Mike Suco
President & CEO
Coca-Cola Bottling Co. UNITED, Inc.
Sandy Springs, GA

Lauren Warner
Partner
Chilivis Grubman Warner & Berry, LLP
Atlanta, GA

James Winestock
Senior Vice President, U.S. Operations (Retired)
United Parcel Service
Chairman, The Winestock Foundation
Atlanta, GA

Misty Fernandez ‘04
Atlanta Region Executive, Georgia Power Company
Atlanta, GA

Jason Solomon ‘01
Audit Partner, Deloitte & Touche LLP
Atlanta, GA

Trustees Emeriti

Yetty L. Arp ’68
Real Estate Broker
Atlanta Fine Homes
Sotheby’s International Realty
Atlanta, GA

Bob T. Nance ‘63
President
Nance Carpet & Rug Company
Calhoun, GA

Robert E. Bowden ’66
Chief Executive Officer (Retired)
Robert Bowden, Inc.
Marietta, GA

Franklin L. Burke ’66
Chief Operating Officer and Senior Executive Vice President (Retired)
BankSouth
Atlanta, GA

Kenneth S. Chestnut, Sr.
President and Chief Executive Officer (Retired)
IBG Construction Services, LLC
Atlanta, GA

David Nathan Cooper '71
Air Force Judge Advocate and Associate Deputy General Counsel, The Pentagon (Retired)
Attorney
Washington, DC

Norman P. Findley III
Executive Vice President (Retired)
Coca-Cola Enterprises, Inc.
Atlanta, GA

William Goodell
Chief Operating Officer
Partner Fund Management
New York, NY

Jack Guynn H’05
President (Retired)
Federal Reserve Bank of Atlanta
Atlanta, GA

William (Bill) Shropshire, PhD H’14
Callaway Professor of Economics (Retired)
Oglethorpe University
Atlanta, GA

Thomas P. O’Connor ’67
President (Retired)
Springs Global US, Inc.
Fort Mill, SC

Roderick D. Odom
President and Chief Executive Officer (Retired)
AT&T Southeast
Fernandina Beach, FL

Robert E. Reiser
Senior Investment Advisor
Balentine
Atlanta, GA

Arnold B. Sidman
Of Counsel (Retired)
Chamberlain, Hrdlicka, White, Williams & Martin
Atlanta, GA

Dean DuBose Smith ’70
Atlanta, GA

G. Gilman Watson ’68
Senior Pastor (Retired)
Northside United Methodist Church
Atlanta, GA

Tim Tassopoulos ‘81
President & COO, (Retired)
Chick-Fil-A
Atlanta, GA

Kevin Fitzpatrick, Jr. ‘78
Partner & Attorney-At-Law
DeLong, Caldwell, Bridgers, Fitzpatrick & Benjamin, LLC

16. The Faculty

(Year of appointment in parentheses)

Ahmet Akin (2021)
Associate Professor of Finance
B.E., Istanbul Technical University
M.A., Faith University, Istanbul
Ph.D., Istanbul University

Lea Marie Alford (2015)
Associate 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

Emily Bailey (2023)
Assistant Professor of Psychology
B.S., Georgia College
M.S., August University
M.S., Psy.D., Mercer University

Joanmarie Bañez (2025)
Assistant Professor of English
B.A., M.A., Georgia State University
Ph.D., UC San Diego

Lanier Basenberg (2020)
Lecturer of Core Studies
B.S., Kenyon College
M.A., University of Tennessee
Ph.D., Georgia State University

Charles Baube (1996)
Professor of Biology
B.A., Alfred University
M.A., Ph.D., Indiana University

Jeremy Bennett (2023)
Assistant Professor of Management
B.A., University of Georgia
M.B.A., M.S., Ph.D., Georgia State University

Katherine M. Keib (2017)
Associate Professor of Communication Studies B.A.,
M.A., Point Park College
Ph.D., University of Georgia

Joseph M. Knippenberg (1985)
Professor of Politics
B.A., James Madison College of Michigan State University
M.A., Ph.D., University of Toronto

Xiangyi Kong (2022)
Assistant Professor of Management
B.S., Southwestern University of Finance and Economics, School of Finance, Chengdu, China
Ph.D., The State University of New Jersey, Rutgers Business School

Peter J. Kower (2002) Professor
of Economics
B.A., Arizona State University M.I.M.,
Thunderbird School of Global Management
M.A., University of Colorado
Ph.D., The Ohio State University

Emma Lynn (2025)
Assistant Professor of Communication, Film, and Media Studies
B.A., Brigham Young University
M.A., Bowling Green State University
Ph.D., Colorado State University

David Laws (2024)
Assistant Professor of Chemistry
B.S., Coastal Carolina University
Ph.D., Emory University

Judy Levy (2021)
Senior Lecturer of Core Studies
B.A., M.A., California State University
Ph.D., Emory University

Nicholas B. Maher (1998)
Associate Professor of History
B.A., University of Michigan
M.A., Ph.D., University of Chicago

R. Brooke Bays (2018)
Associate Professor of Psychology
B.S., B.A., University of Georgia
M.S., Ph.D., Georgia State University

Brian J. Bremer (2024)
Instructor of Film and Media Studies
B.A., Pepperdine University

Nicholas A. Bujak (2017) Associate Professor of English
B.A., Rutgers University
M.A., Ph.D., Johns Hopkins University

Ronald A. Burgess (2018)
Senior Lecturer of Film and Media Studies
B.A., Bridgewater State University
M.A., Rhode Island College
M.F.A., San Francisco State University

Cassandra E. Burney (2025)
Assistant Professor of Accounting
B.S., Shaw University
M.Acc., North Carolina State University
D.B.A., University of North Carolina-Charlotte

Leroy Carson, Jr. (2021)
Assistant Professor of Management
B.S., Johnson & Wales University
M.B.A., Kennesaw State University, Coles College of Business
D.B.A., Georgia State University, J. Robinson Mack College of Business

John Casey (2018)
Instructor of Accounting
B.S., M.B.A., University of Michigan
M.S.T., De Paul University

Melany Chambers (2021)
Senior Lecturer of Communication Studies
M.S., Ph.D., Georgia State University
M.B.A., Barry University, Florida

Sylvester Makoko (2024) Assistant Professor of Accounting
B.S., M.B.A., Alabama A & M University
D.B.A., Creighton University, Heider College of Business

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M.S., Ph.D., Georgia State University

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M.A., Ph.D., University of California, Irvine

Stephen Herschler Mattern (2001)
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B.A., Princeton University
M.A., Ph.D., University of Chicago

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B.A., St. John's College Ph.D., Emory University

Jaclyn McWhorter (2019) Senior Lecturer of Core Studies B.A., University of Alabama M.S., Tulane University
Ph.D., University of Florida

Mariel Meier (2015)
Associate Professor of Physics
B.A., Smith College
Ph.D., University of Colorado

Kendra A. King Momon (2003)
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B.A., Colby College
Ph.D., The Ohio State University

Dylan Collette (2023)
Lecturer of Physics
B.S., West Chester University of Pennsylvania
Ph.D., Emory University

Mario A. Chandler (2001)
Professor of Spanish
B.A., Iowa State University
M.A., Ph.D., The University of Georgia

Jeffrey H. Collins (2009)
Senior Lecturer of Interdisciplinary Studies
B.A., M.A., Baylor University
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Ed.D., University of Phoenix

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B.S. Georgia College and State University
Ph.D., Georgia Institute of Technology

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Roarke E. Donnelly (2003)
Professor of Biology
B.A., Lawrence University
M.S., Utah State University
Ph.D., University of Washington

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B.S., University of Notre Dame
M.E.M., Duke University Nicholas School of the Environment
Ph.D., University of Georgia

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Associate Professor of Mathematics and Computer Science
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Licenciatura, Universidad de Belgrano Argentina
M.A., University of Minnesota
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M.F.A., San Francisco Art Institute

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M.F.A., Columbia College Chicago,
D.Mus., Florida State University

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M.A.T., Western Governors University
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M.A., Bombay University, India
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Professor of English
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M.A., Ph.D., University of Washington

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M.S., Ph.D., University of Texas at Dallas

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M.F.A., University of Notre Dame
M.A., Ph.D., Vanderbilt University

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M.A., Ph.D., Vanderbilt University

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M.S. Central Methodist University

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Leah Zinner (2008)
Professor of Psychology
B.A., Emory University
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Professors Emeriti

Keith E. Baker (1983)
Director Emeritus of Accounting Studies
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James A. Bohart (1972)
Professor Emeritus of Music
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Professor Emerita of English
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M.A., University of Kansas
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C.P.A., Georgia

John A. Cramer (1980) Professor Emeritus of Physics
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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

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Provost and Professor Emerita of Psychology
B.A., Stanford University
Ph.D., Cornell University

Philip J. Neujahr (1973)
Professor Emeritus of Philosophy
B.A., Stanford University
M.Phil., Ph.D., Yale University

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Professor Emeritus of Music
B.M., Samford University
M.C.M., D.M.A., Southern Baptist Theological Seminary

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Professor Emerita of Education
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Professor of Physics
B.S., University of Illinois
M.S., Ph.D., The University of Georgia

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Librarian Emeritus
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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)
Callaway Professor Emeritus of Economics
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Ph.D., Duke University

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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

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Professor Emeritus of French
Frances I. Eeraerts ’76 Professor of Foreign Language
B.A., Antioch University
M.A., Ph.D., Yale University

David K. Mosher (1972)
Professor Emeritus of Mathematics B.A., Harvard University
B.S.A.E., Ph.D., Georgia Institute of Technology

Martha H. Vardeman (1966)
Professor Emerita of Sociology
B.S., M.S., Auburn University
Ph.D., University of Alabama

Victoria L. Weiss (1977)
Professor Emerita of English
B.A., St. Norbert College
M.A., Ph.D., Lehigh University

Philip P. Zinsmeister (1973)
Professor Emeritus of Biology
B.S., Wittenberg University
M.S., Ph.D., University of Illinois

17. University Officers

(Year of appointment in parentheses)

Kathryn McClymond (2021)
President
B.A., Harvard University
M.A., Ph.D., University of California, Santa Barbara

Gabriel I. Barreneche (2024)
Provost and Vice President for Academic Affairs
B.A., Boston College
M.A., Ph.D., University of California, Los Angeles

Stephen Craft (2021)
Dean of the Q. William Hammack Jr. School of Business
B.A., Birmingham-Southern College
M.B.A., Ph.D., George Washington University

Sarah Emerson (2024)
Vice President for Advancement
B.A., Millsaps College
M.Ed., University of Georgia

Kate Bobb (2022)
University Counsel & Presidential Engagement
B.A., Elon University
J.D., Elon Law School

Ginger Fay (2025)
Vice President of Enrollment Management
B.A., M.A., Duke University

Peter D. Stobie (2019)
Senior Vice President, Chief Operating Officer, and Chief Financial Officer
B.B.A., M.B.A., Henry W. Bloch School of Management, University of Missouri-Kansas City

Meredith Raimondo (2021)
Vice President for Student Affairs
B.A., Brown University
M.A., Ph.D., Graduate Institute of Liberal Arts, Emory University

Rhana Gittens Wheeler (2020)
Chief Inclusive Excellence Officer
B.S., M.B.A., University of Florida
Ph.D., Georgia State University

Larry D. Large (1999)
President Emeritus
B.S., Portland State University
M.A., Ph.D., University of Oregon

Quick Reference

Academic Freedom and Responsibility ..... Sec. 3.5.1.
Accreditation ..... Sec. 2.5.
Admission ..... Sec. 4.
Advising ..... Sec. 6.7.
ARCHE (Atlanta Regional Council for Higher Education) ..... Sec. 10.6.
Athletics ..... Sec. 12.1.1.
Attendance ..... Sec. 6.17.
Campus Safety ..... Sec. 12.1.2.
Cancelled Courses ..... Sec. 6.16.2.
Civility Statement ..... Sec. 3.4.1.
Conduct Code ..... Sec. 12.4.
Core Curriculum (TU) ..... Sec. 7.1.1.
Counseling Services ..... Sec. 12.1.3.
Course Listings ..... Sec. 13.
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Master of Business Administration (MBA) ..... Sec. 8.6.
Mission Statement ..... Sec. 2.3.
New Students: Advising, Orientation and Welcome Week ..... Sec. 6.3.
Organizational Structure ..... Sec. 2.6.
OU Alert, the University Emergency Notification System ..... Sec. 12.1.10.
Parking ..... Sec. 3.7.
Placement Testing ..... Sec. 6.4.
Policy on Sexual Misconduct ..... Sec. 14.
Registration ..... Sec. 6.9.
Student Success ..... Sec. 10.1.
Title IX ..... Sec. 14.
Withdrawal from a Single Course ..... Sec. 6.16.4.
Withdrawal Period ..... Sec. 6.16.3.
Withdrawal: Hardship ..... Sec. 6.23.