



OGLETHORPE UNIVERSITY
2006 – 2008 BULLETIN





OGLETHORPE
U N I V E R S I T Y

Make a Life. Make a Living. Make a Difference.

2006-2008 BULLETIN

for the

**Traditional Undergraduate Program
and**

Master of Arts in Teaching – Early Childhood Education (Grades P-5)

Plus a Student's Guide to Oglethorpe

Oglethorpe's evening degree program has a separate bulletin, available upon request.

Oglethorpe University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4500) to award bachelor's degrees and master's degrees. The graduate teacher education program is approved by the Georgia Professional Standards Commission.

Oglethorpe makes no distinction in its admission policies or procedures on grounds of age, race, gender, religious belief, color, sexual orientation, national origin or disability. This *Bulletin* is published by the Office of the Provost, Oglethorpe University. The information included in it is accurate for the 2006-2008 academic years as of the date of publication, August 2006; however, the programs, policies, requirements and regulations are subject to change as circumstances may require. The listing of a course or program in this *Bulletin* does not constitute a guarantee or contract that it will be offered during the 2006-2008 academic years. Final responsibility for selecting and scheduling courses and satisfactorily completing curriculum requirements rests with the student.

Directory of Correspondence

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Student Services (Residence Life, Food, Health, Counseling, Career Services)	Timothy Doyle <i>Vice President for Student Affairs and Dean of Students</i>
Student Tuition, Fees	Arthur Vaughn <i>Director of the Business Office</i>

Visitors

Oglethorpe University welcomes visitors to the campus throughout the year. To meet with a particular staff or faculty member, visitors are urged to make an appointment in advance. Administrative offices are open from 8:30 a.m. to 5:00 p.m. on weekdays.

All of the offices of the university can be reached by calling the switchboard at 404-261-1441. The public relations office is available for assistance at 404-364-8447. The admission office can be reached directly by calling 404-364-8307 or 1-800-428-4484.

Table of Contents

Academic Calendar	4
Mission	7
History	11
Campus Facilities	17
Admission	25
Financial Assistance	35
Tuition and Costs	51
Student Affairs	57
Student's Guide to Oglethorpe	67
Academic Regulations and Policies	95
Oglethorpe Honor Code	107
Educational Enrichment	117
The Core Curriculum	129
Programs of Study	135
Board of Trustees	235
President's Advisory Council	238
National Alumni Association Board of Directors	240
The Faculty	242
University Officers	247
Campus Map	248
Index	250

Academic Calendar

Fall Semester 2006

August 26-28	Orientation for New Students
August 27	Residence Halls Open for Returning Students
August 28	Registration for All Students
August 29	First Day of Classes
September 4	Labor Day Holiday
September 6	Last Day to Drop/Add a Course; End of Late Registration
October 9	Columbus Day Holiday
October 20	Midterm
November 3	Last Day to Withdraw from a Course with a "W" Grade
November 13-17	Pre-Registration for Spring Semester
November 17	Withdrawal from a Course with a "WF" After This Date
November 22-26	Thanksgiving Holidays
November 27	Classes Resume
December 8	Boar's Head
December 11	Last Day of Classes
December 12	Reading/Preparation Day
December 13-19	Final Examinations

Spring Semester 2007

January 15	Opening of Residence Halls/Orientation
January 15	Martin Luther King, Jr. Holiday
January 16	Orientation and Registration
January 17	First Day of Classes
January 24	Last Day to Drop/Add a Course; End of Late Registration
February 14	Oglethorpe Day Convocation
March 9	Midterm
March 17-25	Spring Holidays
March 26	Classes Resume
March 30	Last Day to Withdraw from a Course with a "W" Grade
April 9-13	Pre-Registration for Summer and Fall
April 13	Withdrawal from a Course with a "WF" After This Date
April 18	Symposium in the Liberal Arts
May 1	Last Day of Classes
May 2	Reading Day/Preparation Day
May 3-9	Final Examinations
May 12	Commencement

Fall Semester 2007

August 25-27	Orientation for New Students
August 26	Residence Halls Open for Returning Students
August 27	Registration for All Students
August 28	First Day of Classes
September 3	Labor Day Holiday
September 5	Last Day to Drop/Add a Course; End of Late Registration
October 8	Columbus Day Holiday
October 19	Midterm
November 2	Last Day to Withdraw from a Course with a "W" Grade
November 12-16	Pre-Registration for Spring Semester
November 16	Withdrawal from a Course with a "WF" After This Date
November 21-25	Thanksgiving Holidays
November 26	Classes Resume
December 7	Boar's Head
December 10	Last Day of Classes
December 11	Reading/Preparation Day
December 12-18	Final Examinations

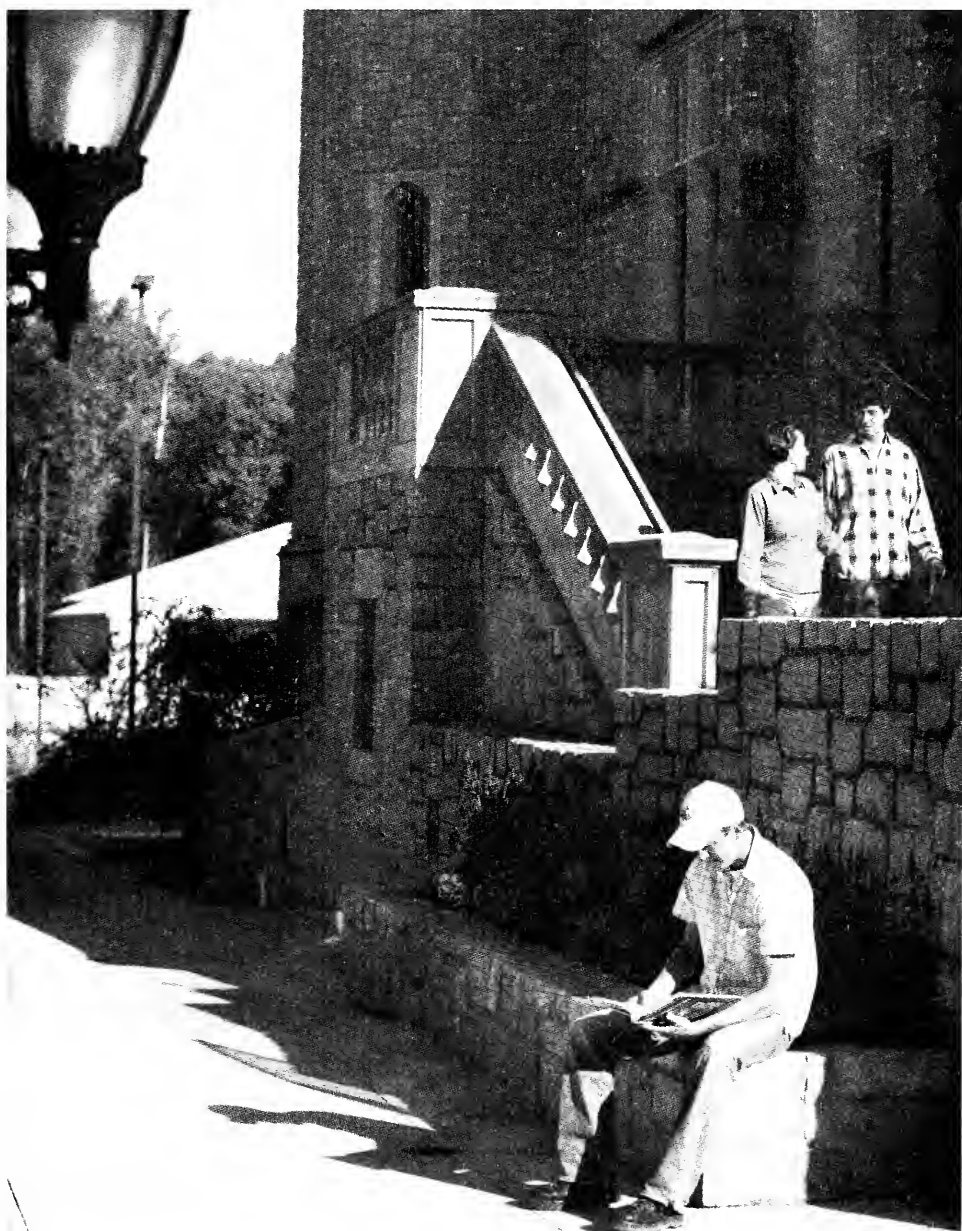
Spring Semester 2008

January 14	Opening of Residence Halls/Orientation
January 15	Orientation and Registration
January 16	First Day of Classes
January 21	Martin Luther King, Jr. Holiday
January 24	Last Day to Drop/Add a Course; End of Late Registration
February 13	Oglethorpe Day Convocation
March 7	Midterm
March 15-23	Spring Holidays
March 24	Classes Resume
March 28	Last Day to Withdraw from a Course with a "W" Grade
April 7-11	Pre-Registration for Summer and Fall
April 11	Withdrawal from a Course with a "WF" After This Date
April 16	Symposium in the Liberal Arts
April 29	Last Day of Classes
April 30	Reading Day/Preparation Day
May 1-7	Final Examinations
May 10	Commencement

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Mission



Oglethorpe University Mission

Oglethorpe University provides a superior education in the liberal arts and sciences and selected professional disciplines in a coeducational, largely residential, small-college environment within a dynamic urban setting. Oglethorpe's academically rigorous programs emphasize intellectual curiosity, individual attention and encouragement, close collaboration among faculty and students and active learning in relevant field experiences. Oglethorpe is committed to supporting the success of all students in a diverse community characterized by civility, caring, inquiry and tolerance. Oglethorpe's talented, self-reliant and motivated graduates are prepared to make a life and to make a living, to grow as life-long learners and to be energetic and intelligent contributors in a rapidly changing world.

The Oglethorpe Tradition

Oglethorpe University was established in 1835 and named after General James Edward Oglethorpe, the founder of Georgia. The university was patterned on Corpus Christi College, Oxford, General Oglethorpe's *alma mater*. Although influenced by other conceptions of higher education, Oglethorpe University has been shaped principally by the English tradition of collegiate education, which many observers believe is the finest type produced by Western civilization.

Briefly stated, four characteristics have made this kind of college widely admired:

1. Colleges in the English tradition emphasize broad education for intelligent leadership. They recognize that this is a more useful undergraduate education for the able young person than technical training for a specific job.
2. Colleges such as Oglethorpe stress the basic academic competencies - reading, writing, speaking and reasoning - and the fundamental fields of knowledge - the arts and sciences. These are essential tools of the educated person.
3. Close relationships between teacher and student are indispensable to this type of education. A teacher is not merely a conveyor of information - the invention of the printing press and advances in information technology have made that notion of education obsolete. Rather, the most important function of the teacher is to stimulate intellectual activity in the student and to promote his or her development as a mature person.
4. A collegiate education is far more than a collection of academic courses. It is a process of development in which campus leadership opportunities, residential life, athletics, formal and informal social functions, aesthetic experiences and contact with students from other cultures, in addition to classroom exercises, all play important roles. Versatility and ability to lead are important goals of this type of undergraduate education.

Another aspect of Oglethorpe's tradition was contributed by Philip Weltner, president of the university from 1944 to 1953. Oglethorpe, he said, should be a college that is "superlatively good." Only at a college with carefully selected students and faculty, he believed, could young people achieve their fullest intellectual development through an intense dialogue with extraordinary teachers. Thus, a commitment to superior performance is an important element of the Oglethorpe tradition.

Purpose: Education for a Changing Society

While an institution may take pride in a distinguished heritage, it is also essential that its educational program prepare young people to function effectively in a complex and rapidly developing society, which places a premium on adaptability. People in positions of leadership must be able to function effectively in changing circumstances. The broadly educated person, schooled in fundamental principles, is best equipped to exercise leadership in a world that is being transformed by technology and new information. Oglethorpe emphasizes the preparation of the humane generalist - the kind of leader needed by a complex and changing society.

The location of the university in the dynamic city of Atlanta offers unique opportunities for students to experience firsthand the relevance of their education to the exciting changes that are a part of modern development. Students are encouraged to explore the connections between their educational experiences on campus and the challenges that face a city today. Atlanta offers a multitude of opportunities for students to see the process and result of change and innovation in areas such as government, business, education, cultural affairs, artistic endeavors, international exchanges, transportation, recreation, medical services, science and technology.

Goals

Educators at Oglethorpe expect their graduates to display abilities, skills, intellectual attitudes and sensitivities that are related to the university's purpose. The 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.

In its dedication to a broad, comprehensive liberal education for each student, Oglethorpe has created a common set of core courses that invites students to be thoughtful, inquisitive and reflective about the human condition and the world surrounding them. These core courses work together with students' experiences in advanced courses in their chosen disciplines to encourage the lifelong "habit of mind" that is extolled in John Henry Newman's "The Idea of a University." Students are thus urged to consider carefully what they see, hear and read, to examine questions from more than one point of view and to avoid leaping quickly to conclusions.

All undergraduate programs also require the student to develop a deeper grasp of one or more fields of knowledge organized coherently as a major. The student's major may be pursued in a single field, such as biology, economics or English, or it may cut across two or more traditional fields (as an interdisciplinary or individually planned major).

The success of Oglethorpe alumni in their subsequent education, a wide variety of careers and community life attests to the soundness of this approach to education.

Oglethorpe University Promise

Oglethorpe University promises a classic education in a contemporary city. Oglethorpe students learn to "make a life, make a living and make a difference." Our graduates become community leaders who are distinctive in their ability to think, communicate and contribute.

History



Chartered in 1835

Old Oglethorpe University began in the early 1800s with a movement by Georgia Presbyterians to establish in their state an institution for the training of ministers. For generations, southern Presbyterian families had sent their sons to Princeton College in New Jersey, and the long distance traveled by stage or horseback suggested the building of a similar institution in the South. Oglethorpe University was chartered by the state of Georgia in 1835, shortly after the centennial observance of the state. The college was named after James Edward Oglethorpe, the founder of Georgia. Oglethorpe University, which commenced actual operations in 1838, was thus one of the earliest denominational institutions in the South located below the Virginia line. The antebellum college, which began with four faculty members and about 25 students, was located at Midway, a small community near Milledgeville, then the capital of Georgia.

Distinguished Alumni and Faculty

Throughout its antebellum existence, the Oglethorpe curriculum consisted primarily of courses in Greek, Latin, classical literature, theology and a surprising variety of natural sciences. Oglethorpe's president during much of this period was Samuel Kennedy Talmage, an eminent minister and educator. Other notable Oglethorpe faculty members were Nathaniel M. Crawford, professor of mathematics and a son of Georgia statesman William H. Crawford, Joseph LeConte, destined to earn world fame for his work in geology and optics, and James Woodrow, an uncle of Woodrow Wilson and the first professor in Georgia with a Ph.D. Oglethorpe's most distinguished alumnus from the antebellum era was poet, critic and musician Sidney Lanier, who graduated in 1860. Lanier remained as a tutor in 1861 until he, with other Oglethorpe cadets, marched away to war. Shortly before his death, Lanier remarked to a friend that his greatest intellectual impulse was during his college days at Oglethorpe University.

Periods of Challenge

Old Oglethorpe in effect "died at Gettysburg." During the Civil War its students were soldiers, its endowment was lost in Confederate bonds, and its buildings were used for barracks and hospitals. The school closed in 1862 and afterward conducted classes irregularly at the Midway location. In 1870 the institution was briefly relocated in Georgia's postbellum capital of Atlanta, at the site of the present City Hall. Oglethorpe at this time produced several educational innovations, expanding its curriculum to business and law courses and offering the first evening college classes in Georgia. The dislocation of the Reconstruction era proved insurmountable, however, and in 1872 Oglethorpe closed its doors for a second time.

Relocation to North Atlanta

Oglethorpe University was rechartered in 1913, and in 1915 the cornerstone to the new campus was laid at its present location on Peachtree Road in Atlanta. Present to witness the occasion were members of the classes of 1860 and 1861, thus linking the old and the new Oglethorpe University. The driving force behind the university's revival was Dr. Thornwell Jacobs, whose grandfather, Professor Ferdinand Jacobs, had served on the faculty of Old Oglethorpe. Thornwell Jacobs, who served as president for nearly three decades, intended for the new campus to be a "living memorial" to James Oglethorpe. The distinctive Gothic revival architecture of the campus was inspired by the honorary alma mater of James Oglethorpe, Corpus Christi College, Oxford. The collegiate coat-of-arms, emblazoned with three boar's heads and the inscription *Nescit Cedere* ("He does not know how to give up"), replicated the Oglethorpe family standard. For the college athletic teams, Jacobs chose an unusual mascot - a small, persistent seabird, which according to legend, had inspired James Oglethorpe while on board ship to Georgia in 1732. The Oglethorpe University nickname "Stormy Petrels" is unique in intercollegiate athletics.

Periods of Expansion

Although Presbyterian congregations throughout the South contributed to the revival of Oglethorpe University, the school never re-established a denominational affiliation. Since the early 1920s Oglethorpe has been an independent, nonsectarian, co-educational institution of higher education. Its curricular emphasis continued in the liberal arts and sciences and expanded into professional programs in business administration and education. From the 1920s through the 1940s, the institution received major contributions from several individuals. Some of the most prominent benefactors were John Thomas Lupton, a Coca-Cola bottler from Chattanooga, Tennessee; Atlanta business community members Harry Hermance and Mrs. Robert J. Lowry; and newspaper publisher William Randolph Hearst. The latter gave to Oglethorpe a sizable donation of land. In the early 1930s the Oglethorpe campus covered approximately 600 acres, including 30-acre Silver Lake, which was renamed Lake Phoebe after the publisher's mother, Phoebe Apperson Hearst.

Thornwell Jacobs launched several projects which brought national and international repute to Oglethorpe University. In 1923 Jacobs discovered the tomb of James and Elizabeth Oglethorpe in Cranham, England. For about a decade Oglethorpe University was involved in major college athletics, and the Stormy Petrels fielded football teams that defeated both Georgia Tech and the University of Georgia. Perhaps Oglethorpe's most famous athlete was Luke Appling, enshrined in the Major League Baseball Hall of Fame. Dr. Jacobs in the 1930s became, however, one of the earliest and most articulate critics of misplaced priorities in intercollegiate athletics, and Oglethorpe curtailed development in this area. In the early 1930s Oglethorpe attracted widespread attention with its campus radio station, WJTL, named after benefactor John Thomas Lupton. Oglethorpe's University of the Air was a notable experiment that broadcast college credit courses on the air waves for about five years. Oglethorpe University was one of the first institutions to confer honorary doctorates on national figures to recognize superior civic and scientific achievement. Among Oglethorpe's early honorary alumni were Woodrow Wilson, Walter Lippman, Franklin Roosevelt, Bernard Baruch, Amelia Earhart and David Sarnoff.

The Crypt of Civilization

Perhaps the best known of all of Jacobs' innovations was the Oglethorpe Crypt of Civilization, which he proposed in the November 1936 issue of *Scientific American*. This prototype for the modern time capsule was an effort to provide, for posterity, an encyclopedic inventory of life and customs from ancient times through the middle of the 20th century. The Crypt, sealed in the foundation of Phoebe Hearst Hall in 1940, is not to be opened until 8113 A.D. It has been hailed by the *Guinness Book of World Records* as "the first successful attempt to bury a record for future inhabitants or visitors to the planet Earth."

The Oglethorpe Idea

In 1944 Oglethorpe University began a new era under Dr. Philip Weltner, a noted attorney and educator. With a group of faculty associates Weltner initiated an exciting approach to undergraduate education called the "Oglethorpe Idea." It involved one of the earliest efforts to develop the Core Curriculum, with the twin aims to "make a life and to make a living." The Oglethorpe core, which was applauded by *The New York Times*, aimed at a common learning experience for students with roughly half of every student's academic program consisting of courses in "Citizenship" and "Human Understanding." After World War II, Oglethorpe University emphasized characteristics it had always cultivated, notably close personal relationships, in order to be "a small college superlatively good," in Weltner's words. From 1965 through part of 1972 the institution was called Oglethorpe College, but the historical identity of Oglethorpe University was so strong that in 1972 the original chartered name was re-established. Oglethorpe continued toward its goals and in the late 1960s began a facilities expansion program, which created a new part of the campus, including a student center and residential complex.

A Selective Liberal Arts College

By the 1980s, the Carnegie Foundation for the Advancement of Teaching had classified Oglethorpe in the category of Liberal Arts I (later referred to as Baccalaureate Colleges - Liberal Arts). These highly selective undergraduate institutions award more than half of their degrees in the arts and sciences. By the 1990s the university was listed favorably in the *Fiske Guide to Colleges*, *The Princeton Review Student Access Guide*, *Barron's 300 Best Buys in College Education*, *National Review College Guide - America's Top Liberal Arts Schools* and many other guides to selective colleges. Oglethorpe is currently a member of the Annapolis Group, an organization of the 100 most selective liberal arts colleges.

The student body, while primarily from the South, has become increasingly cosmopolitan; in a typical semester, Oglethorpe draws students from about 30 states and 30 foreign countries. The university has established outreach through its evening degree program; a graduate program in education; a Certified Financial Planner program; and the Oglethorpe University Museum of Art. The university is also home to Georgia Shakespeare, a professional theatre company.

Entering the 21st Century

As Oglethorpe University enters the 21st century, it has demonstrated continued leadership in the development and revision of its Core Curriculum, with efforts funded by the National Endowment for the Humanities. The historic district of the 100-acre campus has been designated in the National Register of Historic Places. Enrollment is about 1,100 with plans for controlled growth to about 1,500. Oglethorpe remains on the forefront of educational innovation, with a curriculum that features interactive learning. The university uses a variety of effective pedagogical techniques - perhaps most notable are the peer tutoring program, classroom learning that is actively connected to contemporary experience through internships and other opportunities for experiential education and a unique program in urban leadership that invites students to consider ways in which they can become community leaders for the future. Reflecting the contemporary growth of the city of Atlanta, Oglethorpe has recently developed a distinctive international dimension. Students at the university may complement their campus programs with foreign studies at sister institutions in Argentina, China, Ecuador, France, Germany, Japan, Mexico, Monaco, the Netherlands, Russia and Spain. As Oglethorpe University continues to grow, academically and materially, it is ever mindful of its distinguished heritage and will still remain, in the affectionate words of poet and alumnus Sidney Lanier, a "college of the heart."

Presidents of the University

Carlyle Pollock Beman, 1836-1840

Samuel Kennedy Talmage, 1841-1865

William M. Cunningham, 1869-1870

David Wills, 1870-1872

Thornwell Jacobs, 1915-1943

Philip Weltner, 1944-1953

James Whitney Bunting, 1953-1955

Donald Wilson, 1956-1957

Donald Charles Agnew, 1958-1964

George Seward, Acting, 1964-1965

Paul Rensselaer Beall, 1965-1967

Paul Kenneth Vonk, 1967-1975

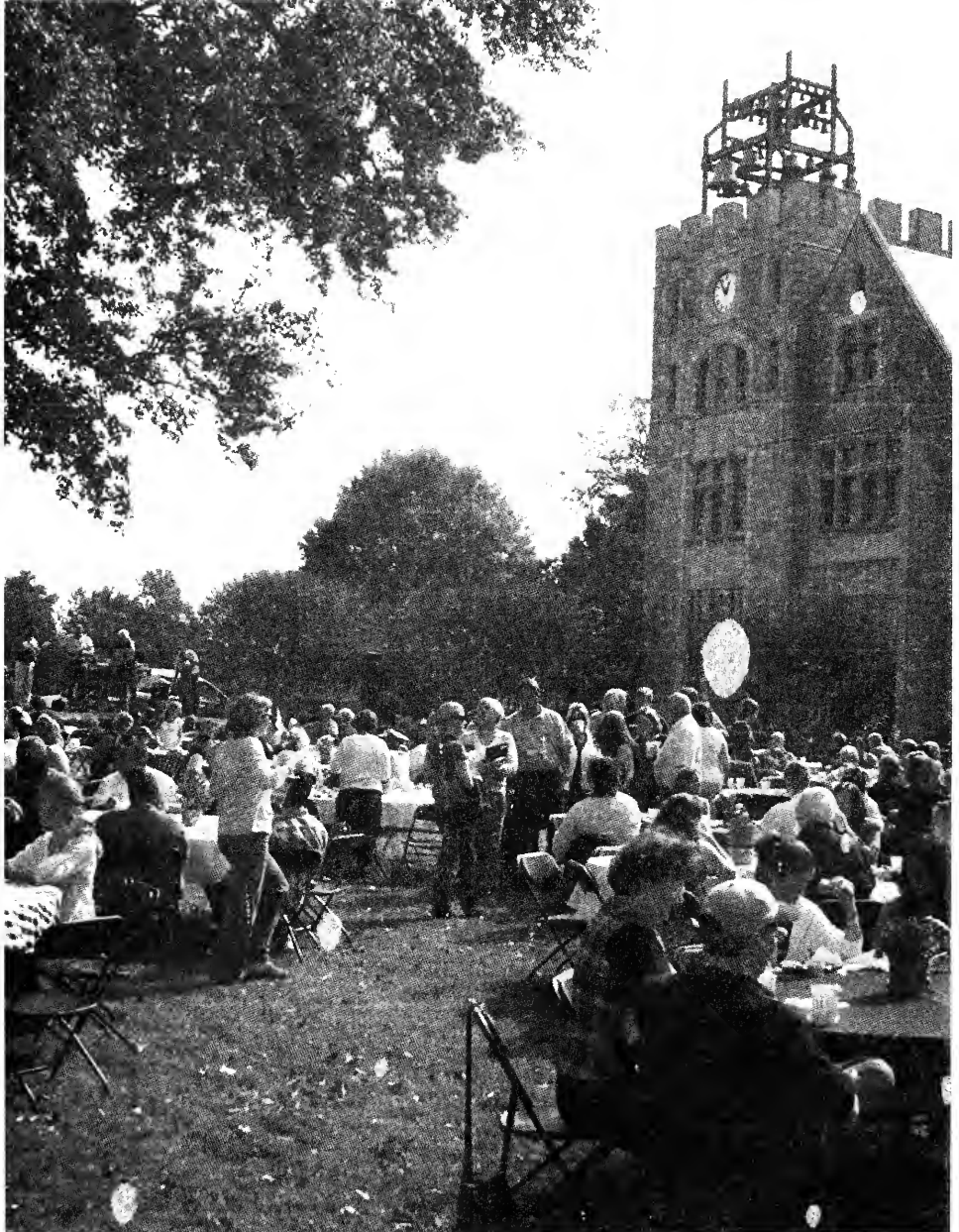
Manning Mason Pattillo, Jr., 1975-1988

Donald Sheldon Stanton, 1988-1999

Larry Denton Large, 1999-2005

Lawrence Miller Schall, 2005-

Campus Facilities



Oglethorpe University's facilities are generally accessible to physically impaired students. All buildings on campus are equipped with either ramps or ground-floor entry. With the exception of Lupton Hall, the primary classroom and office buildings have elevators to all floors. Appointments with faculty members or administrators with inaccessible offices are scheduled in accessible areas. Only three classrooms are not accessible to those physically impaired. When appropriate, classes are reassigned so all classes are available to all students. All residence halls include accessible housing space.

Smoking is prohibited in all campus buildings at Oglethorpe University. This includes classrooms, residence halls, offices, laboratories, meeting rooms, lounge areas, restrooms, corridors, stairwells, Weltner Library, Dorrough Field House, the Schmidt Center, Emerson Student Center and any other interior spaces.

Conant Performing Arts Center

The Conant Center, completed in 1997, is a four-story facility located behind the Philip Weltner Library. It provides a permanent home for Georgia Shakespeare and for classes in theatre and music for Oglethorpe's undergraduate liberal arts students. It houses a main stage theatre with seating for 500, a lobby, rehearsal and dressing rooms, an area for receptions, offices and shipping and receiving facilities.

Dorrough Field House

The Dorrough Field House, renovated in 2005, is the site of intercollegiate basketball and volleyball and large campus gatherings such as concerts and commencement exercises. Built in 1960 and first renovated in 1979, the building is named for the late R. E. Dorrough, a former trustee of the university.

Emerson Student Center

The Emerson Student Center is named in honor of William A. and Jane S. Emerson, benefactors of the university. As the hub of campus life, the Emerson Student Center houses the dining hall, the student government office, the student newspaper and yearbook offices, the student post office, a lounge, television area and a snack bar/game room. The center houses the Office of Student Affairs, including the vice president, residence life, campus safety, counseling and health services, and the director of musical activities.

Goodman Hall

Goodman Hall is home to Information Technology Services, the Oglethorpe Café, a computer laboratory and the administrative offices of Oglethorpe's evening degree and Certified Financial Planner programs. It was built in 1956 and renovated in 1970, when it was transformed from a men's into a women's residence hall, and 1997, when it became an administrative building.

Goslin Hall

Goslin Hall, named in honor of Dr. Roy N. Goslin, the late Professor Emeritus of Physics, was completed in 1971 and houses the Division of Natural Sciences. Lecture halls and laboratories for biology, chemistry and physics are located in the building. In 1979 an additional physics laboratory, made possible by a grant from the Olin Foundation, opened. All laboratories were renovated in 1985 and again in 2001 when major reconstruction was completed in the interior of the building with the assistance of the Robert W. Woodruff Foundation and other major foundations, as well as a bequest from Eugene W. Ivy '49. A computer laboratory is also available for student use.

Hearst Hall

Phoebe Hearst Hall was built in 1915 in the neo-Gothic architectural style that dominates the Oglethorpe campus. The building is named in honor of Phoebe Apperson Hearst, the mother of William Randolph Hearst, Sr.

It was renovated in the fall of 1972 as a classroom and faculty office building. Most classes, with the exception of science, communication, business and mathematics, are held in this building, which is located directly across from Lupton Hall. Newly equipped multi-media classrooms include the Georgia Power Model Classroom.

The dominant feature of the building is the beautiful Great Hall, the site of many traditional and historic events at Oglethorpe. The university bookstore and the much-publicized Crypt of Civilization are located on the lower level of the building. The capsule was sealed on May 28, 1940, and is not to be opened until May 28, 8113.

Sheffield Alumni Suite

The Sheffield Alumni Suite, adjacent to the Great Hall in Hearst Hall, is named in honor of O.K. Sheffield '53, a loyal supporter and member emeritus of the Board of Trustees. Over the years this suite of rooms has served as a parlor, office of the provost, classroom and meeting room. Today it provides an inviting space in which alumni, students and faculty gather. Memorabilia is on display in the anteroom along with a portrait of its namesake.

Lupton Hall

Lupton Hall, built in 1920 and named in honor of John Thomas Lupton, was one of the three original buildings on the present Oglethorpe University campus. Renovated in 1973 and 1996, it contains primarily administrative offices, faculty offices, classrooms and a 300-seat auditorium. Administrative offices located in Lupton Hall include the president, vice president for business and finance, provost, public relations, vice president for development and alumni relations, vice president for enrollment and financial aid and the registrar. The cast-bell carillon in the Lupton tower has 42 bells, which chime the quarter hours.

J. Mack Robinson Hall

Renovated in 2001, J. Mack Robinson Hall is a state-of-the-art classroom and faculty office building, which also houses art studios, a darkroom, video editing facilities, a slide library and a resource center for study abroad. The building is named in honor of Atlanta businessman and philanthropist J. Mack Robinson, who received an honorary doctorate in philosophy from Oglethorpe in 1995.

Steve Schmidt Sport and Recreation Center

Dedicated in 1995 and renovated in 2005, the Schmidt Center is a 22,000-square-foot addition to Dorough Field House. The center has basketball and volleyball courts, a running track, seven offices, a conference room, locker rooms, a weight room, racquetball courts, a training room and an entrance lobby. The facility is used primarily for recreation and intramural sports. The center is named for the late Stephen J. Schmidt '40, a former member of the Board of Trustees who personally led the fundraising effort for the addition.

Philip Weltner Library

Located in Lowry Hall the library functions as a gateway to research information and services in support of the university's academic programs. The library also houses the university archives and supports the extracurricular interests of Oglethorpe's community.

The library contains over 150,000 volumes of books, reference materials, print periodicals, audio-visual materials and microfilm. Two areas of note include a collection of more than 2,000 DVDs and a juvenile literature collection. In addition, the library provides campus-wide computer access to the catalog, research databases and resources, GALILEO (Georgia's Virtual Library) and more than 13,000 full-text periodical titles. Many of the library's virtual resources are also available online. Services available to students include reference and instruction, circulation, course reserves, interlibrary-loan and borrowing privileges at libraries in the Atlanta Regional Council for Higher Education. A formal reading atrium, private rooms, individual carrels and a 24-hour lounge offer ample opportunities for both quiet study and group work. Other equipment and facilities include computer workstations for library research, two small media viewing rooms, the larger Earl Dolive Theatre, a photocopier and a microfilm/fiche reader. For more information about Philip Weltner Library visit www.oglethorpe.edu (keyword: library).

Lowry Hall was built in 1927 and is on the National Register of Historic Places. The library moved to its present location in 1972. A renovation in 1992 combined the building's original neo-Gothic exterior with a contemporary and greatly expanded interior. At that time, the library was named after Philip Weltner, who served as university president from 1944 to 1953. The Oglethorpe Museum of Art and the Learning Resources Center are also located in Lowry Hall.

Oglethorpe University Museum of Art

Oglethorpe University Museum of Art, occupying the entire third floor of the Philip Weltner Library, opened in the spring of 1993 after extensive renovations of the previous Oglethorpe University Art Gallery. The museum, covering 7,000 square feet, has a comfortable, intimate environment that includes two spacious galleries, a gift shop and offices. It is considered an important cultural addition to Atlanta's growing art scene, drawing thousands of visitors each year.

In addition to the permanent collection, three exhibitions are held each year, which feature artwork that is international, representational, often figurative and spiritual in nature. Recent exhibitions such as “Masterpieces from European Artist Colonies, 1830-1930” and “The Mystical Arts of Tibet: Featuring Personal Sacred Objects of the Dalai Lama” have garnered national media attention and brought international art experts from around the world to lecture on campus. For museum hours and exhibit information, call 404-364-8555 or visit www.oglethorpe.edu (keyword: museum).

Traer Residence Hall

Built in 1969, Traer Hall is a three-story freshmen residence that houses 168 students. Construction of the building was made possible through the generosity of the late Wayne S. Traer '28. The double occupancy rooms arranged in suites open onto a central plaza courtyard.

Upper Residence Quadrangle

Constructed in 1968, these residences house both men and women. All rooms on the first and second floors are suites with private entrances and baths. Rooms on the third floor are traditional residence hall floors with a common bathroom.

Dempsey Residence Hall

Opened in the spring of 1996, Dempsey Hall is coed, non-smoking and accommodates 69 students. It is designed as a more traditional facility with a central entrance. The rooms consist of two-, three- and four-person suites off central hallways. Dempsey Hall has been reserved for freshmen students.

North and South Residence Halls

The North and South Halls opened in the fall of 2005. The building is coed and accommodates 160 upper-class students. All rooms are suite-style with four single bedrooms and two bathrooms per suite. Amenities in the building include laundry rooms, game room, kitchen, conference room and theater.

Greek Row

Greek Row consists of six houses devoted to two sororities - Chi Omega and Sigma Sigma Sigma - and four fraternities - Chi Phi, Delta Sigma Phi, Kappa Alpha Order, and Sigma Alpha Epsilon. Each house features one-bedroom doubles with a shared bathroom and kitchen facilities. The houses on Greek Row were constructed in 1994 and renovated in 2006.

Computer Facilities and Services

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

Statement of Computing Ethics

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

General Responsibilities

1. Use of resources must be employed only for the purpose in which they are intended. University-supported computing includes: authorized research, instructional and administrative activities. Our personnel and computing resources cannot be used for commercial purposes, monetary gain or unauthorized research.
2. Computer users must not search for, access or copy directories, programs, files, disks or data not belonging to them unless they have specific authorization to do so. Programs, subroutines and data provided on Oglethorpe's central computers cannot be downloaded or taken to other computer sites without permission. Programs obtained from commercial sources or other computer installations may not be used unless written authority to use them has been obtained. Oglethorpe equipment or software may not be used to violate the terms of any license agreement.
3. Individuals should not encroach on others' use of the computer. This includes:
 - Using electronic resources for non-academic activities or other trivial applications such that it prevents others from using these resources for their primary intended purpose;
 - Sending frivolous or excessive messages or mail either locally or over the networks;
 - Using excessive amounts of storage; printing excessive copies of programs, files or data;
 - Running grossly inefficient programs when efficient ones are available.
4. Individuals must not attempt to modify system facilities or attempt to crash the system. Nor should individuals attempt to subvert the restrictions associated with computer accounts, networks or computer software protections.

Email and Computer Use Policy

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

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

General Responsibilities

1. Individual use: Network and computing accounts are for individual use and should only be used by the person to whom it 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.
2. Email use: Oglethorpe University encourages the appropriate use of email. All users are expected to adhere to the bounds of decency, law, ethics, common sense and good taste in email communications. Confidentiality of email is not guaranteed. Users should not assume that messages they send or receive are absolutely private. Views expressed by individual users are not necessarily the views of Oglethorpe University.
3. Intellectual property: Users must comply with all copyright laws and fair use provisions, software licenses and all other state and federal laws governing intellectual property. Inappropriate reproduction or distribution of copyright music, movies, computer software, text, images, etc., is strictly prohibited.

Privacy

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

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

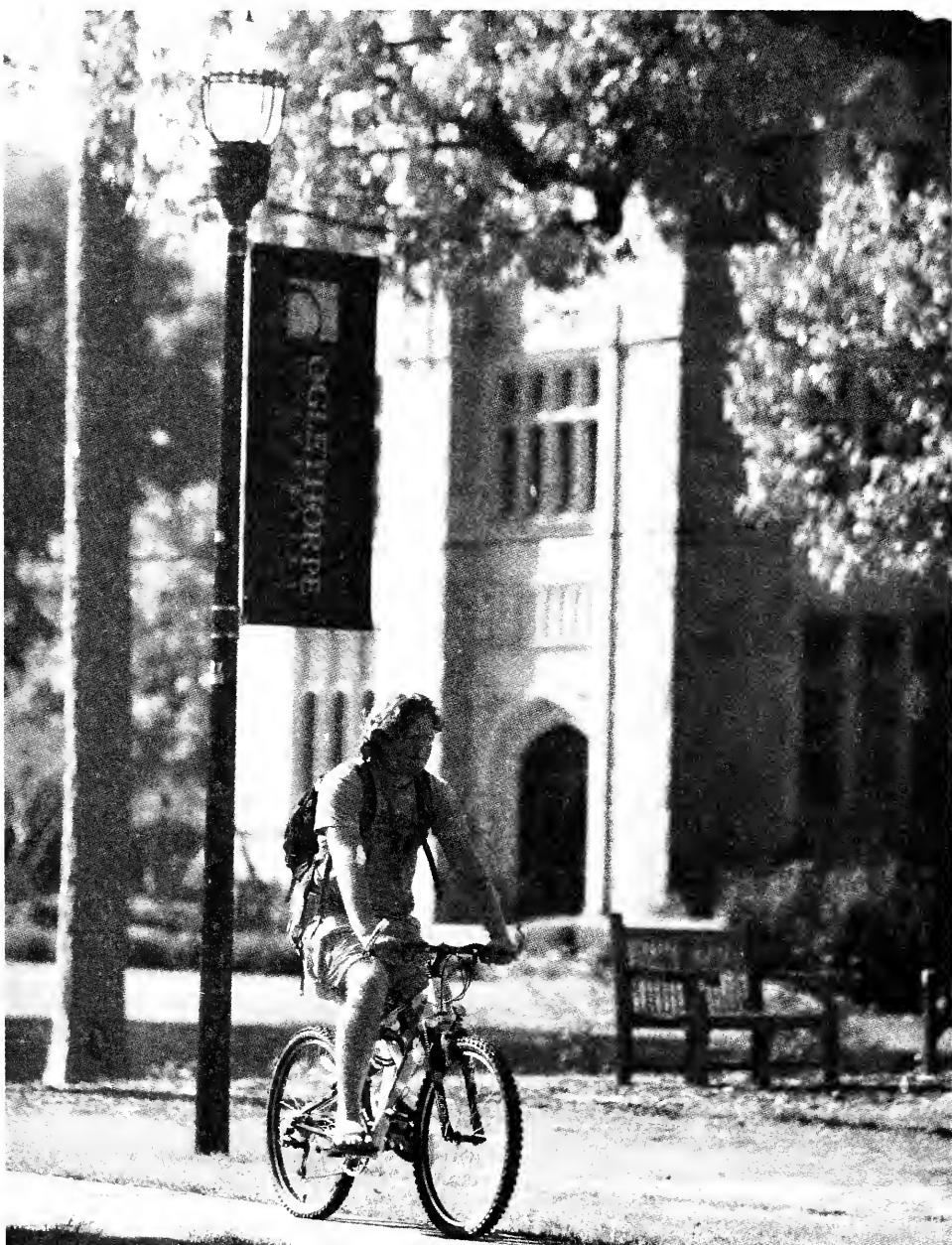
1. Criminal investigation: IT Services will comply with any criminal or civil legal proceedings, and provide any and all data requested in a legal subpoena in a timely fashion. The user will be informed of this action unless IT Services is legally bound to secrecy.
2. Termination of employment: IT Services will, upon written request of a department head and/or vice president, and after verification that a user has left the university, change that user's password and provide the new password to the user's former department head or director.

3. Internal administrative request (e.g., harassment allegation, discrimination, job performance, etc.): Any request of an internal nature to examine a user's email or electronic data must be made in writing to the director of IT Services. Once this request is received, the combined authorization of the Chief Information Officer and the appropriate provost and/or vice president is necessary to approve the request and outline the scope and method of the search, who will be provided the results of the search and decide whether the affected user will be notified and if so, if it will be before or after the search is completed. In general, users will be notified of the search unless the circumstances of the request dictate otherwise.

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

All professional staff members of the IT Services department are required to sign a confidentiality agreement regarding any and all user information they may come across in the performance of their duties.

Admission



The admission policy of Oglethorpe University is based on an individual selection process. Throughout its history, Oglethorpe has welcomed students from all areas of the country, as well as from abroad, as candidates for degrees. The admission staff selects for admission to the university applicants who present strong evidence of purpose, maturity, scholastic ability and the potential for success at Oglethorpe. Should there be any question that these qualities exist in an applicant, the student's credentials are further reviewed by an admission committee comprised of appointed faculty and the vice president for enrollment. A candidate may be required to participate in an on-campus interview with the admission committee.

Traditional undergraduate application procedures and admission policies are detailed in the following paragraphs.

Application Requirements and Procedures

All documents gathered by the university for admission purposes concerning applicants become the property of the university upon receipt. Documents for applicants are retained by the university for a period of two years and are not under any circumstances returned to the applicant. Applicants may apply under one of the following plans:

- **Early Action Admission (Non-Binding):** Students with a strong interest in attending the university are encouraged to consider Early Action Admission. Completed applications and all required credentials must be postmarked by December 5. Notification letters of the admission decision are sent no later than December 20 unless the admission committee requires additional information. Admitted Early Action students who indicate an interest in scholarships receive priority consideration. The required deposit is refundable until May 1, provided the student informs the university in writing of the decision not to enroll.
- **Regular Decision Admission:** Students may apply at any time. Applications are reviewed on a rolling basis as long as space in the class is available. Notification letters are mailed within two weeks of completion unless the admission committee requires additional information. The required deposit is refundable until May 1, provided the student informs the university in writing of the decision not to enroll.

All applicants must submit the following credentials:

- A completed application for admission. Students may submit a paper version of the application or apply online at www.oglethorpe.edu/admission.
- A \$35.00 application fee. The fee may be paid by credit card, check or money order. Please make the check or money order payable to Oglethorpe University.
- A typed 500-word application essay.
- A completed Oglethorpe recommendation form or a letter from a high school teacher or guidance counselor who can attest to the applicant's academic ability.

Achievement tests, portfolios or videos are not required for admission, but will be considered if submitted. Interviews and campus visits are strongly recommended.

Beginning Freshman Applicants

To be considered for admission as a freshman, applicants should normally have or be in the process of completing a secondary school program including appropriate courses in English, social studies, mathematics and science. While an admission decision is typically based on a partial secondary school transcript, a final transcript showing evidence of academic work completed and official graduation must be sent to the admission office by the candidate's school.

Eligible students must submit the following additional credentials:

- An official copy of the secondary school transcript or the General Educational Development (GED) test certificate.
- Official copy of either the ACT or SAT scores. If the ACT or SAT scores do not appear on the applicant's high school transcript, the applicant must request that the testing agency forward a score report to Oglethorpe University. Oglethorpe's college code number is 0850 for ACT and 5521 for SAT.
- If an applicant has earned college credit while in high school (including pre-college summer programs), he or she must request that the college or Advanced Placement service which granted the credit forward an official record to Oglethorpe University.

Home Schooled Applicants

To be considered for admission upon completion of secondary school requirements in a home school, applicants must submit the following additional credentials:

- A portfolio recording all high school work completed including courses studied, textbooks, assignments and extracurricular achievements.
- A personal on-campus interview with an admission officer.
- An additional letter of recommendation.
- A home school transcript, if applicable.

Transfer Applicants

To be considered for admission as a transfer student, applicants must have earned a minimum of 24 semester hours or 36 quarter hours of acceptable college credit with a minimum cumulative grade-point average of 2.0 (on a 4.0 scale) after completing high school or the GED. Applicants who have earned less than the minimum must submit the college transcript(s) and follow the instructions above for Beginning Freshman Applicants. Transfer applicants on probation or exclusion from another institution will not be considered for admission.

In addition to the standard requirements, eligible transfer applicants must submit an official transcript from each and every college or university the applicant has attended and certification of good academic standing at the most recent or present college.

Oglethorpe University accepts as transfer credit courses that are comparable to university courses and that are applicable to a degree program offered at Oglethorpe. Acceptable work must be reflected on an official transcript and must be completed with a grade of "C-" or better. Oglethorpe does not accept a "D" grade as transfer credit. For transfer credit that may apply toward fulfillment of Core Curriculum requirements, please see the Core Curriculum section of this *Bulletin*.

Additional Transfer Credit Policies and Residency Requirements

Effective fall 2003, the university accepts a maximum of 64 hours of credit in transfer. A minimum of 64 semester hours must be completed at Oglethorpe as well as at least half of the semester hours required for a major to earn an Oglethorpe degree, with 52 of the last 64 hours earned in residence. Credit earned at Atlanta Regional Council for Higher Education (ARCHE) institutions on a cross-registration basis and credit earned in an approved study abroad program are considered Oglethorpe credit. Credit may be transferred in from the following:

- A maximum of 30 semester hours of credit earned through the United States Armed Forces Institute (USAFI)
- A maximum of 32 semester hours of credit earned through each of the following programs:
 1. The College Level Examination Program (CLEP) tests
 2. The Advanced Placement (AP) tests
 3. The International Baccalaureate Program (IB)

For more information on these areas, please see the Credit by Examination section of this *Bulletin*.

- Students who hold the R.N. credential from an appropriately accredited institution are awarded credit for their arts and sciences courses. To earn a bachelor's degree, the student must complete the Core Curriculum, a major and other applicable requirements.
- Credits earned at post-secondary institutions accredited by the six regional accrediting bodies (e.g., Southern Association of Colleges and Schools, Commission on Colleges, Middle States Association of Colleges and Schools, Commission on Higher Education, etc.)
- Credits earned at post-secondary institutions accredited by national crediting bodies (e.g., Association of Independent Schools and Colleges, American Association of Bible Colleges, etc.) may be accepted. Student transcripts are evaluated on an individual basis. Actual catalog course descriptions and relevant course syllabi must be provided by the student. Oglethorpe's registrar determines transfer credit.
- Courses recognized by the American Council on Education (ACE) may be accepted by the registrar. Programs not recognized by ACE are not accepted.

International Applicants

Admission to Oglethorpe is open to qualified student from all countries. Applicants who are able to provide evidence of suitable academic background, adequate financial resources and seriousness of purpose are encouraged to apply.

Eligible students must submit the following additional credentials:

- Original, official academic credentials including secondary school, college and university documents, certificates or diplomas from the institution issuing the documents. An English translation and "course-by-course" evaluation is required for all transcripts in languages other than English. Applications for evaluation are available in the Office of Admission or by calling Josef Silny and Associates, Inc., at 305-273-1616.
- A completed Financial Statement of Support and bank statement.

All students whose first language is not English must also submit one of the following to be considered for admission:

- An official transcript from an ELS, Inc., language center indicating completing of level 109.
- Official scores of the Test of English as a Foreign Language (TOEFL). Oglethorpe University requires a minimum TOEFL score of 550 on the paper-administered test and

a minimum of 213 on the computer-based TOEFL. Our college code number for the TOEFL is 5521.

- Official copy of the Scholastic Assessment Test (SAT) with a minimum score of 500 on the critical reading section of the examination. Our college code number for the SAT is 5521.
- Official transcript from a regionally accredited United States college or university with a combined cumulative grade point average of 2.8 with no grade below a “C” in two English composition courses.

All students whose first language is English must also submit one of the following to be considered for admission:

- Official copy of the Scholastic Assessment Test (SAT) with a minimum score of 500 on the critical reading section of the examination. Our college code number for the SAT is 5521.
- Official copy of the American College Test (ACT) with a minimum composite score of 21. Oglethorpe’s college code number for the ACT is 0850.
- Official copy of the “A” or “O” level examinations with above average scores.

All international students’ secondary and post-secondary school credentials are subject to the acceptance criteria stated for his or her country in the American Association of Collegiate Registrars and Admission Officers (AACROA) world education series, governed by the National Council on the Evaluation of Foreign Educational Credentials, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Admission Appeal

A student who has been refused admission may appeal for reconsideration in writing to the vice president for enrollment. The student may be required to schedule a personal interview.

Joint Enrollment Applicants

Students who have attained junior standing or higher at their secondary schools may apply for enrollment in suitable courses offered at the university. Admission to the joint enrollment program requires that eligible candidates have the social maturity to benefit from a collegiate experience, possess a minimum cumulative grade point average of “B” and have achieved a combined score on the critical reading and math sections of the Scholastic Assessment Test (SAT) of 1140. Normally no more than five courses may be taken as a joint enrollment student. Please contact the admission office for an application.

Early Admission (Early Entrance)

A gifted student of unusual maturity whose secondary school record shows excellent academic performance through the junior year in a college preparatory program and whose score on a standardized assessment test is high may submit his or her application for admission to the university for enrollment after the junior year of high school. In addition to the required credentials for freshman admission, eligible candidates must submit a letter of support from their parents and participate in an on-campus interview with an admission officer.

Transient Students

Students in transient status are those who are enrolled and pursuing their degree at another institution and who wish to take a course at Oglethorpe. To enroll, transient students must secure permission from their home institution certifying that the institution will accept the coursework completed at Oglethorpe as transfer credit. In addition, a letter of good standing or a current transcript must be sent to the admission office.

Special Status Admission

Special status admission is designed for students who wish to take a limited number of post-baccalaureate classes at Oglethorpe or for non-traditional students who desire to begin college course work prior to being admitted to a degree-seeking program. Students may be admitted to Oglethorpe's traditional undergraduate program as a special status candidate if they meet one of the following criteria:

- They are at least 25 years of age and at least five years removed from their last educational experience.
- They have graduated from another accredited college or university.

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.

To apply for Special Status Admission, students must submit:

- A completed application form.
- A \$35 non-refundable application fee. The fee may be paid by credit card, check or money order. Please make the check or money order payable to Oglethorpe University.
- An official copy of the transcript from the last institution attended or a copy of a college diploma.

Special status students are not eligible for financial assistance.

Readmission

Students who leave the university whether in good academic standing or not and who wish to return after an absence of a year or more should contact the admission office to request an application for readmission. The completed application and official transcripts from all colleges and universities attended since leaving the university must be submitted for readmission consideration. Students not in good academic standing will be readmitted to the university with the approval of the provost. All students readmitted to the university are governed by current graduation requirements. Any exceptions are granted at the discretion of the provost.

Placement Examinations

All students are required to take a placement examination in writing. For students pursuing a Bachelor of Arts degree or planning to take courses in a foreign language, a placement examination is also required in the language of choice (Spanish, French or German).

Credit by Examination

There are three testing programs through which students may earn credit for required or elective courses. Any student who has questions about these examinations should consult the registrar. No more than 32 semester hours of credit will be accepted from each of the programs described below.

College Level Examination Program - CLEP

Oglethorpe awards credit for CLEP to students who achieve a minimum score of 50 on a Subject Examination. Please contact the Oglethorpe registrar to learn which CLEP examinations are granted credit. CLEP examinations normally are taken before the student matriculates at Oglethorpe. Only under special circumstances will credit be awarded for an examination taken after the student completes his or her first semester at the university.

Advanced Placement Program

The university encourages students who have completed Advanced Placement (AP) examinations of the College Entrance Examination Board to submit their scores prior to enrollment for evaluation for college credit. Please contact the admission office or the registrar for the procedures to receive credit for AP exams. Academic credit will be given in the appropriate area to students presenting Advanced Placement grades of 3, 4 or 5; neither credit nor exemption will be given for a grade of 2. Specific policies are indicated in the chart that follows. These are subject to change at any time.

International Baccalaureate Program

Students who have studied in an approved International Baccalaureate (IB) program are encouraged to apply for credit based on scores earned. Please contact the admission office or the registrar for the procedures to receive credit for IB exams. Scores must be 5, 6 or 7 on the Higher Level Exam to be considered for college credit. Sophomore standing may be awarded to students who complete the IB diploma and obtain a total of 33 points or better for the full program, assuming all examination scores are 4 or better and no Higher Level Exam score is below 5. Specific policies are indicated in the chart that follows.

**ADVANCED PLACEMENT and INTERNATIONAL BACCALAUREATE
CREDIT CHART**

Accepted Examination Grades (unless stated otherwise)

AP: 3, 4, 5 / IB (Higher Level Exam): 5, 6, 7

AP/IB Exam	Hours Awarded	Course Equivalents
Art		
Studio	4	Elective Credit
History	4	Elective Credit
Biology		
Grade 4 or 5 AP	4	GEN 102 Natural Science: The Biological Sciences and (subject to placement) BIO 102 General Biology II
Grade 3 AP	4	GEN 102 Natural Science: The Biological Sciences
Chemistry		
Grade 4 or 5 AP	4	CHM 101 General Chemistry I (subject to placement exam)
Grade 3 AP	4	GEN 101 Natural Science: The Physical Sciences
Computer Science¹	4	CSC 243 Principles of Computer Programming in C++
Economics		
Microeconomics	4	ECO 121 Introduction to Economics
Macroeconomics	4	Elective Credit
English		
Language and Composition Grade 4 or 5 AP; 6 or 7 IB	4	Elective Credit
Grade 3 AP or 5 IB	4	Essay will be evaluated by English faculty upon request.
Literature and Composition Grade 4 or 5 AP; 6 or 7 IB	4	Elective Credit
Grade 3 AP or 5 IB	4	Essay will be evaluated by English faculty upon request.
French		
Language	8	FRE 101, FRE 102 Elementary French I and II
Literature	8	General credit in French
German		
Language	8	GER 101, GER 102 Elementary German I and II
Literature	8	General credit in German
Government¹	4	POL 101 Introduction to American Politics
History		
American	4	Elective Credit
European	4	Elective Credit
Japanese	8	JPN 101, JPN 102 Elementary Japanese 1 and II
Latin	8	LAT 101, LAT 102 Elementary Latin I and II
Mathematics¹		
Calculus AB	4	MAT 131 Calculus I
Calculus BC	8	MAT 131, MAT 132 Calculus I and II
Statistics	4	MAT 111 Statistics
Music¹		
Theory	4	Content will be evaluated by music faculty
Appreciation	4	COR 103 Music and Culture
Physics¹		
Physics B	8	PHY 101, PHY 102 General Physics I and II
Physics C	10	PHY 201, PHY 202 College Physics I and II
	4	GEN 101 Natural Science: The Physical Sciences
Psychology¹	4	PSY 101 Psychological Inquiry
Spanish		
Language	8	SPN 101, SPN 102 Elementary Spanish I and II
Literature	8	General credit in Spanish

¹Credit for the IB exam will be determined through discussion with the faculty within the appropriate academic field. Any exams not included in this chart should be brought to the attention of the registrar, and the appropriate faculty members will determine credit.

Financial Assistance



Programs

Oglethorpe University offers a variety of strategies and resources to keep the net cost of an Oglethorpe education affordable. Both need-based aid and awards based on academic achievement are available. Students interested in financial aid should complete the Free Application for Federal Student Aid (FAFSA). FAFSA is the approved needs-analysis form by which students may apply for the following need-based programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Work-Study, Federal Stafford Loan, Leveraging Educational Assistance Program and the Oglethorpe Need-Based Grant. After a student submits the FAFSA to the federal processor, the school will receive from the processor an Institutional Student Information Record (ISIR). Upon acceptance to the university and receipt of the student's ISIR, Oglethorpe's financial aid professionals will prepare a comprehensive financial aid package, which may include assistance from any one or more of the following sources:

James Edward Oglethorpe Scholarships provide tuition, room and board for four years of undergraduate study, if scholarship criteria continue to be met. Recipients are selected on the basis of an academic competition held on campus in the spring of each year. Students must have a combined SAT score of at least 1360 (ACT 31), a 3.75 or higher cumulative grade-point average and a superior record of leadership in extracurricular activities either in school or in the community. For application procedures and deadlines, contact the admission office.

Oglethorpe Scholars Awards (OSA) (including Presidential Scholarships, Oxford Scholarships, University Scholarships and Lanier Scholarships) are based on achievement and available to entering students with superior academic ability. A fundamental aim of Oglethorpe University is to prepare students for leadership roles in society. One way of promoting this purpose is to give special recognition to students who demonstrate superior academic abilities as undergraduates. Scholarships range from \$4,000 to \$11,000.

Recipients of funds from this program are expected to maintain specified levels of academic achievement and make a significant contribution to the Oglethorpe community. Each award is for one year but can be renewed on the basis of an annual evaluation of academic and other performance factors.

Oglethorpe Christian Scholarships are awarded to freshmen who are residents of Georgia and who demonstrate active participation in their churches. Academic qualifications for consideration include SAT scores of 1100 or higher and a senior class rank in the upper 25 percent. Awards range up to \$1,500 per academic year. Recipients are required to maintain a 3.0 cumulative grade-point average and engage in a service project during the academic year. For application procedures and deadlines, contact the Office of Admission or the Office of Financial Aid.

Georgia Tuition Equalization Grants (GTEG) are available for Georgia residents who are full-time, degree-seeking students at Oglethorpe. The program was established by an act of the 1971 Georgia General Assembly. The GTEG program helps to "promote the private segment of higher education in Georgia by providing non-repayable grant aid to Georgia residents who attend eligible independent colleges and universities in Georgia." All students must complete an application and verify their eligibility for the grant. In the 2005-06 academic school year, this grant is \$900. Financial need is not a factor in determining eligibility. A separate application and proof of residency is required.

HOPE Scholarships of \$1,500 (12 credit hours or more) and \$750 (6-11 credit hours) per semester are available to Georgia residents who have graduated from an eligible high school in 1996 or later, with at least a 3.0 grade-point average in specific Core Curriculum classes. Georgia residents who do not qualify under these guidelines but have now attempted 30 or more semester hours with a 3.0 grade-point average or higher may also be eligible. The applicant must be a Georgia resident for one year prior to attendance at any college or university in Georgia. Students entering the HOPE Scholarship program for the first time after attempting 30 or 60 semester hours should be aware that their grade-point average is calculated to include all attempted hours taken after high school graduation. Recipients of the scholarship are required to maintain a 3.0 or higher cumulative grade-point average for reinstatement. For more information, contact the HOPE Scholarship Program at 770-724-9000 or 1-800-505-GSFC or Oglethorpe's Office of Financial Aid.

The **Leveraging Educational Assistance Program (LEAP)** is one of the need-based grants for qualified Georgia residents to enable them to attend eligible post-secondary institutions of their choice in the state. The grant awards are designed to provide only a portion of the student's resources in financing the total cost of a college education. A student should complete the FAFSA for consideration.

The **Federal Pell Grant** is a federal aid program that provides non-repayable funds to eligible students. Eligibility is based upon the results from the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. Priority is given to Federal Pell Grant recipients and does not require repayment.

Oglethorpe Need-Based Grants are available to full-time day undergraduate students who demonstrate financial need by completing the FAFSA. Oglethorpe Need-Based Grants in conjunction with federal, state, private or institutional assistance cannot exceed the student's financial need.

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

Federal Perkins Loans are long-term, low-cost educational loans to students who have demonstrated need for such assistance. Priority is given first to sophomore, junior or senior students. Interest is charged at a five percent annual rate beginning nine months after the borrower ceases to be at least a half-time student (a minimum course load of six semester hours). Information regarding repayment terms, deferment and cancellation options is available in the Office of Financial Aid.

Federal Stafford (Subsidized and Unsubsidized) Loans are long-term loans available through banks and other lending institutions. Students must submit the FAFSA and be attending at least half time to receive consideration. A separate Master Promissory Note (MPN) is also required. Information regarding repayment terms, deferment and cancellation options are available in the Office of Financial Aid.

Federal PLUS Loans are relatively long-term loans available through banks and other lending institutions. Parents desiring to seek a loan from this program should consult the various lenders indicated on the Oglethorpe University Lender List for additional information. This list may be found in the current "Financial Aid Info Guide" available in the Office of Financial Aid.

Choral Music Scholarships (Performance) are awarded annually to incoming students pursuing any degree offered at Oglethorpe who demonstrate exceptional achievement in choral singing or keyboard accompanying. Candidates must be nominated with a letter of recommendation by the conductor of their choral ensemble on a special form obtainable from the Director of Musical Activities at Oglethorpe.

Playmakers Scholarships (Performance) are awarded annually to current students who have demonstrated exceptional ability in the area of dramatic performance and a strong commitment to Oglethorpe's theatre program. Awards are based on ability, not financial need.

Note: Dual-degree students in engineering and environmental studies may not use Oglethorpe assistance to attend other institutions.

Academic Policies Governing Student Financial Aid

Applicants for federal aid, state grants or institutional need-based programs must be making satisfactory progress toward the completion of their degree requirements and be in good academic standing with the university in order to receive financial aid consideration. Students must meet at least the following requirements:

1. **Satisfactory Completion Ratio** - Students must satisfactorily complete at least 75% of the cumulative course work attempted at Oglethorpe University. Unsatisfactory grades that count against the student's progress are:

D	–	If a “C-” or better is required for the major
F	–	Failure
FA	–	Failure by Absence
NG	–	No Grade
W	–	Withdrew Passing
WF	–	Withdrew Failing
WX	–	Grade Withdrawn/Freshman Forgiveness Policy
I	–	Incomplete
U	–	Unsatisfactory
AU	–	Audit
2. **Repeated Courses** - Courses that are being repeated will not be considered when determining financial aid eligibility unless a grade of at least a “C-” is required to fulfill the degree requirements. The student must notify the Office of Financial Aid if a course is being repeated.
3. **Good Academic Standing and Maximum Time Frames** - Students must remain in good academic standing by achieving the minimum cumulative grade-point average and by completing their degree requirements within the maximum time frames listed below:

Number of Hours Earned	Minimum Cumulative Grade-Point Average	Maximum Years to Complete Program*
0-24	1.50	1
25-35	1.50	2
36-48	1.75	2
49-64	1.75	3
65-72	2.00	3
73-96	2.00	4
97-120	2.00	5
121-144	2.00	5

* Based upon full-time enrollment. The maximum time frame for students enrolled part time will be pro-rated. Students who earn over 144 hours will not be eligible for financial aid unless approved through the appeal process.

4. **Academic Standing Consistent with Graduation Requirements** - Students who have completed their second academic year (measured as a period of time, not grade level) must maintain at least a 2.0 cumulative grade-point average in order to be academically consistent with Oglethorpe University's graduation requirements.

5. **Annual Review** - The satisfactory progress requirements will be reviewed at the completion of each spring semester. If the student is not meeting these requirements, written notification will be sent to the student, placing him or her on financial aid probation for the fall semester. The student may continue to receive aid during this probationary period but will be encouraged to enroll in summer session courses at Oglethorpe University in order to make up the deficiency. Any student who is not in compliance with the requirements by the end of the fall probationary period will not be eligible for financial aid for the spring or subsequent sessions until the requirements are met or a written appeal is submitted and approved.
6. **Appeal Process** - If significant mitigating circumstances have hindered a student's academic performance and the student is unable to make up the deficiencies by the end of the financial aid probationary period, the student may present those circumstances in a written appeal to the admission and financial aid committee. Documentation to support the appeal, such as medical statements, should also be presented. The appeal should be submitted to the Office of Financial Aid at least two weeks prior to the start of the semester for which the student wishes to receive consideration. The student will be notified in writing if the appeal has been approved or denied.

Application Procedure

Students applying for the Georgia Tuition Equalization Grant and HOPE Scholarship programs for the first time must submit a Georgia Tuition Equalization Grant Application from the Georgia Student Finance Commission Web site at www.gacollege411.org.

Students meeting the requirements for an Oglethorpe Scholars Award (OSA) are considered based on their admission application. Students applying for an Oglethorpe Christian Scholarship must complete the appropriate scholarship application, which may be obtained from the admission office.

The application procedures for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Oglethorpe Need-Based Grant, Federal Stafford Loan, Federal Work-Study Program and Leveraging Educational Assistance Program are as follows:

1. Apply and be admitted as a regular degree-seeking student.
2. Complete the Free Application for Federal Student Aid (FAFSA) after January 1, but no later than May 1. Students should keep a copy of the FAFSA before submitting it to the federal processor. The original FAFSA may be filed electronically at www.fafsa.ed.gov or mailed to the processor using the paper form. **Oglethorpe's Federal Code is 001586.**
3. Once the FAFSA has been received and processed by the federal processor, an Institutional Student Information Record (ISIR) will be sent to the Office of Financial Aid.
4. 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.
5. Complete Oglethorpe's Financial Aid Application, which is available from the Office of Financial Aid.
6. New students who are offered employment through the Federal Work-Study Program must complete the Student Employment Application form. This form will be sent as needed.
7. If eligible for a Federal Stafford Loan or Federal PLUS Loan, a Master Promissory Note (MPN) must be completed. Contact the Office of Financial Aid for more information.

Federal and State Aid Eligibility Requirements

1. Demonstrate financial need (exception: HOPE Scholarship, Georgia Tuition Equalization Grant, Federal Unsubsidized Stafford Loan and Federal PLUS Loan programs).
2. Have a high school diploma or a General Education Development (GED) certificate or pass an independently administered test approved by the U.S. Department of Education.
3. Be enrolled as a regular degree-seeking student in an eligible program.
4. Be a U.S. citizen or eligible non-citizen.
5. Generally, have a social security number.
6. Register with Selective Service, if required.
7. 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 Title IV programs, at any institution.
8. Make satisfactory academic progress. Refer to the Academic Policies Governing Student Financial Aid.
9. May not be a member of a religious community, society or order who by direction of his or her community, society or order is pursuing a course of study at Oglethorpe and who receives support and maintenance from his or her community, society or order.
10. Students must be enrolled at least six hours for the semester after the drop/add period to receive federal and state aid, with the exception of the Georgia Tuition Equalization Grant for which students must be enrolled full-time for the semester.

Payment of Awards

All awards, except Federal Work-Study earnings, Federal PLUS Loans and some Federal Stafford Loans, are disbursed to students by means of a direct credit to their account. Financial aid disbursements are made on a semester-by-semester basis only; disbursement of all awards is dependent upon final approval by the director of financial aid. Only when a student's file is complete can aid be credited to the account.

Renewal of Awards

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

For renewal of the Oglethorpe Scholars Award, all students must maintain a cumulative grade-point average consistent with good academic standing. A 3.2 or higher grade-point average is required for renewal of a James Edward Oglethorpe scholarship.

Students who fail to meet the cumulative grade-point average requirement may attend Oglethorpe's summer school program in order to make up deficiencies. Courses taken elsewhere will not affect the cumulative grade-point average at Oglethorpe.

In addition to the cumulative grade-point average requirement, students must earn at least 24 semester hours during the current academic year. Students who are deficient in the number of hours required might attend summer school at Oglethorpe. Students also have the option of submitting a written appeal to the admission and financial aid committee.

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

Endowed Scholarships

Oglethorpe Scholars may receive special recognition of their outstanding achievement by being named as an endowed or annual scholar. Selection of this honorary designation is based upon the criteria outlined below:

The J. Frederick Agel, Sr., '52 Endowed Scholar: Awarded to a junior student (rising senior) with a grade point that qualifies him/her for Latin honors and who also contributes significantly to student life as determined by the Office of Student Affairs. The scholarship will support the student during his/her senior year at Oglethorpe University.

The Ivan Allen Endowed Scholar: Funding was established by a grant from The Allen Foundation, Inc., of Atlanta, in memory of Ivan Allen, Sr., who was a trustee of the university for many years and general chairman of the first major fundraising campaign. The Ivan Allen family and foundation are long-time benefactors of the university. Ivan Allen Scholars must be from the Southeast, have at least a 3.2 grade-point average, leadership ability and demonstrated financial need.

The Marshall A. and Mary Bishop Asher Endowed Scholar: Funding was established by the Asher family in 1988. The late Mr. and Mrs. Asher were both alumni (classes of 1941 and 1943 respectively) and both served for many years as trustees of the university. The scholarship is awarded to a superior student in science.

The Keith Baker Endowed Scholar: 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 Earl Blackwell Endowed Scholar: Earl Blackwell, distinguished publisher, playwright, author and founder of Celebrity Services, Inc., headquartered in New York, established this scholarship for deserving students with special interest in English, journalism or the performing arts. Mr. Blackwell was a 1929 graduate of the university.

The Class of 1963 Endowed Scholar: Funding was established through the efforts of the class of 1963. The intention of this scholarship is "to give to others, so they too can be enriched by an Oglethorpe education."

The Miriam H. and John A. Conant Endowed Scholar: Funding was established by Mrs. Miriam H. "Bimby" and Mr. John A. Conant, long-time benefactors of Oglethorpe and both recipients of Oglethorpe Honorary Doctor of Humane Letters degrees. Mrs. Conant served as a trustee of the university from 1981 until her death in January 2003. Scholarships are awarded annually to superior students with leadership ability.

The Michael A. Corvasce Memorial Endowed Scholar: Funding was established by Dr. and Mrs. Michael Corvasce of Hauppauge, New York, and friends in memory of Michael Archangel Corvasce, class of 1979. The scholarship recipient is selected from the three pre-medical students who have the highest cumulative grade-point average through their junior years and plan to attend an American medical school. This scholarship, which perpetuates Michael Archangel Corvasce's interest in Oglethorpe and medicine, takes into consideration the moral character of the candidates as well as their academic qualifications.

The Estelle Anderson Crouch Endowed Scholar: Mr. John W. Crouch, class of 1929 and a former trustee of the university, provided funding for this scholarship in memory of Mrs. Estelle Anderson Crouch, mother of John Thomas Crouch, class of 1965. Mrs. Crouch died in 1960. The scholarship is awarded annually without regard to financial need to students who have demonstrated high academic standards.

The Katherine Shepard Crouch Endowed Scholar: Funding was given in memory of Mrs. Katherine Shepard Crouch by Mr. John W. Crouch and is awarded annually based upon academic achievement.

The Cammie Lee Stow Kendrick Crouch Endowed Scholar: This scholarship was endowed by Mr. John W. Crouch in memory of Mrs. Cammie Lee Stow Kendrick Crouch. Mr. and Mrs. Crouch were classmates at Oglethorpe and graduates in the class of 1929. It is awarded annually based upon academic achievement.

The Karen S. Dillingham Memorial Endowed Scholar: Funding was provided by Mr. and Mrs. Paul L. Dillingham in loving memory of their daughter. Mr. Dillingham is a former trustee and served for several years as a senior administrator of the university. The scholarship is awarded each year to an able and deserving student.

The R. E. Dorough Endowed Scholar: Funding was established by a gift from Mr. Dorough's estate. Scholarships from this fund are awarded to able and deserving students based on the criteria outlined in his will. Mr. Dorough was a former trustee of the university.

The William A. Egerton Memorial Endowed Scholar: Initial funding was established in 1988 by Franklin L. Burke '66, Robert B. Currey '66 and Gary C. Harden '69 who encouraged other alumni and friends to assist in establishing this fund in memory of Professor Egerton, a highly respected member of the faculty from 1956 to 1978. The scholarship is awarded to a student with a strong academic record and demonstrated leadership skills who is majoring in business administration.

The Ernst & Young Endowed Scholar (formerly Ernst & Whinney): Funding was established in 1981 through the efforts of Murray D. Wood, a former vice chairman at Ernst & Whinney and by a gift from the accounting firm of Ernst & Whinney of Cleveland, Ohio. Scholarship preference will be given to superior students who are majoring in accounting.

The Henry R. "Hank" Frieman Endowed Scholar: Funding was established by Mr. Frieman, class of 1936. An outstanding athlete during his days at Oglethorpe, Frieman spent a career in coaching, earning a spot in the Oglethorpe Athletic Hall of Fame. This scholarship is awarded annually based on academic achievement, leadership qualities, demonstrated need and a special interest in sports.

The Charles A. Frueauff Endowed Scholar: Funding was established by grants from the Charles A. Frueauff Foundation of Little Rock, Arkansas. Scholarship preference is given to able and deserving students from middle-income families who do not qualify for governmental assistance. The criteria for selection also include academic ability and leadership potential.

The Lu Thomasson Garrett Endowed Scholar: Funding was established in honor of Lu Thomasson Garrett, class of 1952, a former trustee of the university, and a recipient of an Oglethorpe Honorary Doctor of Humane Letters degree. Preference for awarding scholarships from this fund is given to students who meet the criteria for an Oglethorpe Scholars Award and are majoring in education or business administration.

The Georgia Power Company Endowed Scholar: Funding was established by a grant from the Georgia Power Company of Atlanta. The fund will provide scholarship support for able and deserving students from Georgia. Georgia Power Scholars must have at least a 3.2 grade-point average, leadership ability and financial need.

The Goizueta Endowed Scholar: Established by grants from the Goizueta Foundation, this endowment provides need-based scholarships for Hispanic students who reside in the United States. Participation in high school extracurricular activities and an evaluation of the student's potential to succeed at Oglethorpe is considered.

The Walter F. Gordy Memorial Endowed Scholar: Funding was established in 1994 with a bequest from the Estate of William L. Gordy, class of 1925. Walter Gordy was also an alumnus of Oglethorpe, class of 1924. The scholarship fund was increased in 1995 with a bequest from the Estate of Mrs. William L. (Helene) Gordy. Scholarships from this fund are awarded at the discretion of the university.

The Bert L. and Emory B. Hammack Memorial Scholar: Established in 1984 by Mr. Francis R. Hammack, a member of the class of 1927 and brother of Bert L. and Emory B. Hammack, this scholarship is awarded annually to a senior student majoring in science or mathematics, who is a native of Georgia and who had the highest academic grade-point average of all such students who attended Oglethorpe University in his/her previous undergraduate years.

The Francis R. Hammack Scholar: Established in 1990 by Mr. Francis R. Hammack, a member of the class of 1927, this scholarship is to be awarded annually to a needy but worthy junior class English major who is a native of Georgia and has attended Oglethorpe University in his/her previous undergraduate years.

The Leslie U. and Ola Ryle Hammack Memorial Scholar: Funding of this third gift was established in 1985 by Francis R. Hammack, class of 1927, in memory of his parents. It is awarded annually to a junior class student working toward the Bachelor of Business Administration degree, who is a native of Georgia and who had the highest academic grade-point average of all such students who attended Oglethorpe University in his/her previous undergraduate years.

The Harold Hirsch Foundation Endowed Scholar: Established in 1981 by the Harold Hirsch Foundation with the intent of assisting non-traditional age students, this scholarship is awarded annually to students enrolled in Oglethorpe's evening degree program.

The Ira Jarrell Endowed Scholar: Funding was established in 1975 to honor the late Dr. Jarrell, former Superintendent of Atlanta Schools and a 1928 graduate of Oglethorpe. It is awarded annually in the fall to a new student who is a graduate of an Atlanta public high school studying teacher education. Should there be no eligible applicant, the award may be made to an Atlanta high school graduate in any field, or the university may award the scholarship to any worthy high school graduate requiring assistance while working in the field of teacher education.

The Nancy H. Kerr Endowed Scholar: Funding was established by Margaret O. Y. Chin, class of 1987, in honor of former Professor of Psychology and Provost Nancy H. Kerr. Scholarships are awarded annually to students who demonstrate superior academic achievement, leadership potential and active community involvement.

The Mary Jane Stuart Kohler Memorial Scholar: 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 Lowry Memorial Scholar: Established by a bequest from Emma Markham Lowry in 1923, awards are made to students who "desire an education but are unable to secure the same because of a lack of funds."

The Vera A. Milner Endowed Scholar: Funding was established by Belle Turner Lynch, class of 1961 and a trustee of the university, and her sisters, Virginia T. Rezetko and Vera T. Wells, in memory of their aunt, Vera A. Milner. The scholarship is awarded annually to a full-time student planning to study at Oglethorpe for the degree of Master of Arts in Teaching Early Childhood Education (Grades P-5). Eligibility may begin in the undergraduate junior year at

Oglethorpe. Qualifications include a grade-point average of at least 3.25, a Scholastic Assessment Test or Graduate Record Examination score of 1100 and a commitment to teaching.

The Virgil W. and Virginia C. Milton Endowed Scholar: Funding was established through the gifts of their five children. Mr. Milton was a 1929 graduate of Oglethorpe University and a former chairman of the Board of Trustees. He received an Honorary Doctor of Commerce degree from Oglethorpe in 1975. The scholarship is awarded based on the applicant's financial need, academic achievement and leadership ability.

The Dr. Keiichi Nishimura Endowed Scholar: Funding was established by his family in memory of Dr. Keiichi Nishimura, a Methodist minister who served in the poor areas of Tokyo for over 50 years. The scholarship is awarded to able and deserving international students based on financial need, academic achievement and leadership potential.

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; 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
Lenora and Alfred Glancy Foundation
Golden Petrel Memorial
Diane K. Gray
P. D. M. Harris
William Randolph Hearst
Anna Rebecca Harwell Hill and Frances Grace Harwell
George A. Holloway Sr.
Ellice Johnson Memorial
Ray M. and Mary Elizabeth Lee Foundation

The Manning M. Pattillo, Jr., Endowed Scholar: Funding was established in 1988 by the Oglethorpe National Alumni Association from gifts received from many alumni and friends. Dr. Pattillo was Oglethorpe's 13th president, serving from 1975 until his retirement in 1988. In recognition of his exemplary leadership in building an academically strong student body and a gifted faculty, the scholarship is awarded to an academically superior student with demonstrated leadership skills.

The E. Rivers and Una Rivers Endowed Scholar: Funding was established by the late Mrs. Una S. Rivers to provide for deserving students who qualify for the Oglethorpe Scholars Award.

The Fred C. Robey Endowed Scholar: Funding was established by Fred C. Robey, class of 1997. This scholarship is awarded based upon financial need to students enrolled in Oglethorpe's evening degree program.

The J. Mack Robinson Endowed Scholar: Funding was established by Atlanta businessman J. Mack Robinson. It is awarded to a deserving student who meets the general qualifications of the Oglethorpe Scholars Award. Preference is given to students majoring in business administration.

The John P. Salamone Endowed Scholar: This scholarship was established by Ben Salamone in honor of his son, John P. Salamone, a graduate of the class of 1986 who died in the World Trade Center attack on September 11, 2001. The scholarship is awarded annually to a student leader from New Jersey, New York or Connecticut who is involved or demonstrates the potential to be involved in campus activities such as the intramural program, the athletic program, etc. Preference is given to a male student from New Jersey.

The Steve and Jeanne Schmidt Endowed Scholar: Funding was established by Mr. and Mrs. Schmidt to support an outstanding student based upon high academic achievement and leadership in student affairs. The late Mr. Schmidt, class of 1940, was a former Chairman of the Board of Trustees and a recipient of an Oglethorpe Honorary Doctor of Laws degree. Mrs. Schmidt is a member of the class of 1942.

The Timothy P. Tassopoulos Endowed Scholar: Funding was established in 1983 by S. Truett Cathy, founder of Chick-fil-A, Inc., in honor of Timothy P. Tassopoulos, a 1981 graduate of Oglethorpe University. This scholarship is awarded to individuals who demonstrate academic achievement and leadership ability.

The Dr. Heyl G. and Ruth D. Tebo Endowed Scholar: Funding was established by Dr. and Mrs. Tebo in 1994 to support Georgia residents majoring in chemistry, biology or other sciences. Preference is given to students who plan to do graduate study in medicine, dentistry or other specialties in the health sciences field. Dr. Tebo is an alumnus of Oglethorpe, class of 1937.

The J. M. Tull Scholar: Funding was established by a gift from the J. M. Tull Foundation in 1984. Scholarships are awarded annually to superior students with leadership ability as well as financial need.

The United Technologies Corporation Endowed Scholar: Funding was established by a grant from the United Technologies Corporation, Hartford, Connecticut. The fund provides scholarship support for able and deserving students who are majoring in science or pursuing a pre-engineering program. United Technologies Scholars must have at least a 3.2 grade-point average and leadership ability, as well as financial need.

The Charles Longstreet Weltner Memorial Endowed Scholar: Funding was established in 1993 by former U.S. Senator Wyche Fowler, Jr., a longtime friend and colleague of Weltner. An alumnus of the class of 1948 and trustee of Oglethorpe University, Charles Weltner was Chief Justice of the Supreme Court of Georgia at the time of his death in 1993. He was the recipient of the 1991 Profile in Courage award and a recipient of an Oglethorpe Honorary Doctor of Humane Letters degree. He was a tireless advocate for equal rights for minorities and, while serving in the U.S. House of Representatives, was the only congressman from the Deep South to vote for the Civil Rights Act of 1964. Weltner Scholarships are awarded annually to selected Oglethorpe students who are residents of Georgia with financial need, satisfactory academic records and, to the extent allowed by law, of African-American descent. At the donor's request, the amount of the scholarship award to any recipient is to be no more than one-half of full tuition in order to encourage student recipients to work to provide required additional funds.

The L. W. "Lefty" and Frances E. Willis Endowed Scholar: Funding was established by the family of the late L. W. "Lefty" Willis, class of 1925. Preference will be given to outstanding students who are pursuing a pre-engineering program. This award is based on academic achievement, leadership ability and financial need.

The Vivian P. and Murray D. Wood Endowed Scholar: Funding was established by gifts from Mr. and Mrs. Murray D. Wood. Mr. Wood is a former vice chairman of the Board of Trustees and former chairman of Oglethorpe University's Campaign for Excellence. Scholarship preference is given to superior students who are majoring in accounting.

The David, Helen and Marian Woodward Endowed Scholar: Funding was established by grants from the David, Helen and Marian Woodward Fund of Atlanta to provide assistance to students who meet the criteria for an Oglethorpe Scholars Award. The award is based upon superior academic achievement, leadership potential and financial need.

The Louise H. Woodbury Endowed Scholar: Funding was established by the late Mrs. Louise H. Woodbury. Scholarship preference is given to a worthy student in need.

Annual Scholarships

The BCES Foundation Urban Leadership Scholar: Funding is provided annually for a sophomore, junior or senior who is enrolled in the Rich Foundation Urban Leadership Program.

First Families of Georgia (1733 to 1797) Annual Scholar: Funding is awarded to an academically superior senior majoring in history. First Families of Georgia is a society whose members are able to document their descent from early settlers of the State of Georgia.

The Wilson P. Franklin Annual Scholar: Funding is awarded to a deserving student. Mr. Franklin, class of 1939, established this scholarship with a gift in 1995.

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 being 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 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.

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.

Milner Professor of Education: The Milner Professorship was established in 1988 by the Vera A. Milner Charitable Trust. The trustees of the Milner Trust, Belle Turner Lynch, class of 1961, Virginia Turner Rezetko and Vera Turner Wells, created the professorship in honor of their aunt, Vera A. Milner. The holder of the professorship is a scholar in early childhood education.

Manning M. Pattillo, Jr., Professor of Liberal Arts: This professorship was established in 1991 through the generosity of Miriam H. and John A. Conant and the John H. and Wilhelmina D. Harland Charitable Foundation in honor of Dr. Pattillo, the 13th president of Oglethorpe from 1975 to 1988. The professorship honors the work of an outstanding faculty member. A new Pattillo Professor is chosen every two years.

The Mack A. Rikard Chair in Business Administration and Economics and Lecture Series: The Mack A. Rikard Chair supports a scholar in business administration or economics, advancing Mr. Rikard's own interest in the free enterprise system. The chair also coordinates the Rikard Lecture Series, aimed at helping college students understand current issues in business. Established in 1991 by Mr. Rikard, a 1937 alumnus and an honorary degree recipient, the

lectures bring to campus guest speakers who are recognized leaders in their professions. The series is intended to foster in students a particular appreciation of economics.

Endowed Prize Funds

The Lu Thomasson Garrett Annual Award for Meritorious Teaching: This prize was created in 1994 through the generosity of Mr. and Mrs. David (Lu La Thomasson) Garrett. The late Mrs. Garrett was a 1952 graduate, an Oglethorpe honorary degree recipient and member emeritus of the Board of Trustees. The prize is awarded annually to an outstanding faculty member selected by a committee of his or her peers.

The 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.

Special Purpose Named Endowed Funds

The Herman Daughtry Fund: This fund was established in 1980 by a gift from the Daughtry Foundation. It provides support for professional travel and scholarship by the president and for special projects relating to the Office of the President.

The Grenwald Faculty Salary Endowment: This fund was established in 1991 by a bequest from Edward S. Grenwald. Mr. Grenwald was a law professor before coming to Atlanta to engage in the private practice of law. He served as a member of the Oglethorpe University Board of Visitors and of the Board of Trustees. The fund is part of the university's permanent endowment and, at Mr. Grenwald's request, used primarily for the enhancement of faculty salaries.

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 Cemal and Armagan Ozgorkey Entrepreneurial Endowment Fund: Created in 2001 by Cemal Ozgorkey, class of 1984, and Armagan Ozgorkey, class of 1985, the fund supports entrepreneurial activities in the Division of Economics and Business Administration. Such activities include residencies by guest entrepreneurs and business plan competitions.

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: The 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 operating budget.

The Rich Foundation Urban Leadership Program Endowment: Established in 1996 by the Rich Foundation, this endowment provides funding for the Rich Foundation Urban Leadership Program, a certificate program that challenges its participants to pursue their leadership potential while utilizing the city of Atlanta as a living laboratory.

The 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.

Student Emergency Loan Funds

The Olivia Luck King Student Loan Fund provides short-term loans to enrolled students from Georgia. Her husband, Mr. C. H. King of Marietta, Georgia, established the fund in memory of Mrs. King, a member of the class of 1942. Mr. King received his master’s degree from Oglethorpe in 1936.

The David N. and Lutie P. Landers Revolving Loan Fund provides short-term loans for needy and deserving students. The fund was established by a bequest from the estates of Mr. and Mrs. Landers of Atlanta.

The Steve Najjar Student Loan Fund provides short-term loans and financial assistance to deserving Oglethorpe students. The fund was established in memory of Mr. Najjar, who, with his aunt “Miss Sadie” Mansour, operated the Five Paces Inn, a family business in the Buckhead section of Atlanta. The Five Paces Inn was a popular establishment for Oglethorpe students for many years. A number of Oglethorpe alumni, especially students in the late 1950s and early 1960s, established this fund in Mr. Najjar’s memory.

Tuition and Costs



Fees and Costs

The fees, costs and dates listed below are for 2006-2007. Financial information for 2007-2008 will be available in early 2007.

The tuition charged by Oglethorpe University represents only 48% of the actual expense of educating each student with the balance coming from endowment income, gifts and other sources. Thus every Oglethorpe undergraduate is the beneficiary of a hidden scholarship. At the same time, 90% of the students are awarded additional financial assistance in the form of scholarships, grants and loans from private, governmental or institutional sources.

The tuition is \$11,655 per semester. Room and board (subject to size and location) ranges from \$4,000 to \$4,960.

The tuition of \$11,655 is applicable to all students taking 12 to 19 semester hours. These are classified as full-time students. Students taking less than 12 semester hours are referred to the Part-Time Fees section. Students taking more than 19 semester hours are charged \$455 for each additional hour. Payment of tuition and fees is due three weeks prior to registration each semester. Failure to make the necessary payments may result in cancellation of the student's registration. Students receiving financial aid are required to pay the difference between the amount of their aid and the amount due by the deadline. Students and parents desiring information about payment options should request a "Payment Plans" pamphlet from the business office. New students who require on-campus housing for the fall semester are required to submit an advance deposit of \$300 of which \$200 is a damage deposit for the room and \$100 is an advance deposit. Such deposits are non-refundable. The advance deposit will be credited to the student's account for the fall semester.

All students enrolled in the traditional undergraduate program are required to have health insurance. Oglethorpe provides supplemental health insurance to all students, unless they opt out by showing proof of alternative coverage to the director of health services. The supplemental insurance covers students from August to August and currently costs \$156 per year. This charge will be added automatically to student accounts in September. The intent of this insurance is not to replace private health insurance but to provide supplemental insurance coverage. (Insurance rates are subject to change.)

In addition to tuition and room and board charges, students may be required to subscribe to the following:

1. **Damage Deposit:** A \$200 damage deposit is required of all residential students. The damage deposit is refundable at the end of the academic year after any damage charge is deducted. Room keys and other university property must be returned and the required checkout procedure completed prior to the issuance of damage deposit refunds. Students who enter during the spring semester also must pay the \$200 damage deposit.
2. **Graduating Senior:** Degree completion fee of \$100.
3. **Science Laboratory Fee:** A \$95 fee is assessed for each laboratory course taken.
4. **Art Material Fee:** A \$75 fee is assessed on certain art courses. Courses requiring a fee will be noted in the semester class schedule.

Full-Time Fees - 2006-07

Fee	Fall 2006	Spring 2007
Tuition	\$11,655	\$11,655
Activity Fee (Upperclassmen)	\$50	\$50
Activity Fee (Freshmen)	\$100	\$100
Room and Board	\$4,000 - \$4,960	\$4,000 - \$4,960
Damage Deposit	\$200	-
Advance Deposit	\$100	-

These schedules do not include extra cost of books (approximately \$700 per year), or travel and personal expense. All fees are subject to change. Please **inquire with the business office for a complete fee schedule.**

Part-Time Fees - 2006-2007

Students enrolled part time in day classes during the fall or spring semesters will be charged \$945 per credit hour. This rate is applicable to those students taking 11 semester hours or less. Students taking 12 to 19 hours are classified as full time. **Please inquire with the business office for a complete fee schedule.**

Institutional Refund Policy

The establishment of a refund policy is based on the university's commitment to a fair and equitable refund of tuition and room and board charges assessed. All other fees are non-refundable. While the university advances this policy, it should not be interpreted as a policy of convenience for students to take lightly their responsibility and their commitment to the university. The university has demonstrated a commitment by admitting and providing the necessary programs and expects students to reciprocate that commitment.

If a student must withdraw from a course or from the university, an official withdrawal form must be obtained from the registrar and correct procedures followed. The date that will be used for calculation of a refund for withdrawal or drop/add will be the date on which the registrar received the official form signed by all required personnel. All students must follow the procedures for withdrawal and drop/add in order to receive a refund. Students are reminded that all changes in their academic programs must be cleared through the registrar; an arrangement with an instructor will not be recognized as an official change of schedule.

This policy has direct implications for students receiving benefits from the Veterans Administration and other federal agencies as these agencies must be notified when a student withdraws or otherwise ceases to attend class. This may result in a decrease in payments to the student. See Drop and Add and Withdrawal from the University in the Academic Regulations and Policies section of this *Bulletin*.

Since the university does not retain the premium for insurance coverage, it will not be refunded after registration day. Since room and board services are consumed on a daily basis, during the period when tuition is to be refunded on a 100% basis, the room and board refund will be prorated on a daily basis. After the 100% tuition refund period, room and board refunds revert to the same schedule as tuition refunds. All other fees except the advanced deposit are subject to the refund schedule as established by the business office.

Return of Title IV Funds Policy

If a student completely withdraws from Oglethorpe University during the first 60% of the payment period and has received federal student financial assistance, the school must calculate the amount of federal funds the student “did not earn.” This process is required to determine if the school and/or the student must return funds to the federal programs.

The percentage “not earned” is the complement of the percentage of federal funds “earned.” If a student withdraws completely before completing 60% of the payment period, the percentage “earned” is equal to the percentage of the payment period that was completed. If the student withdraws after completing 60% of the payment period, the percentage earned is 100%. If the student has received more federal assistance than the calculated amount “earned,” the school, the student or both must return the unearned funds to the appropriate federal programs.

The school must return the lesser of the amount of federal funds that the student does not earn or the amount of institutional costs that the student incurred for the payment period multiplied by the percentage of funds “not earned.” The student must return or repay, as appropriate, the remaining unearned federal funds. An exception is that students are not required to return 50% of the grant assistance received that is their responsibility to repay.

It should be noted that the **Institutional Refund Policy** and the federal **Return of Title IV Funds Policy (R2T4)** are separate and distinct. Students who completely withdraw after Oglethorpe’s refund period has passed and before 60% of the payment period has passed may owe a balance to the university previously covered by federal aid. The withdrawal date used in the R2T4 calculation varies depending on the individual student’s situation. Students receiving federal assistance are advised to consult the Office of Financial Aid before initiating the withdrawal process to see how these new regulations will affect their eligibility.

Student financial aid refunds must be distributed in the following order by federal regulation:

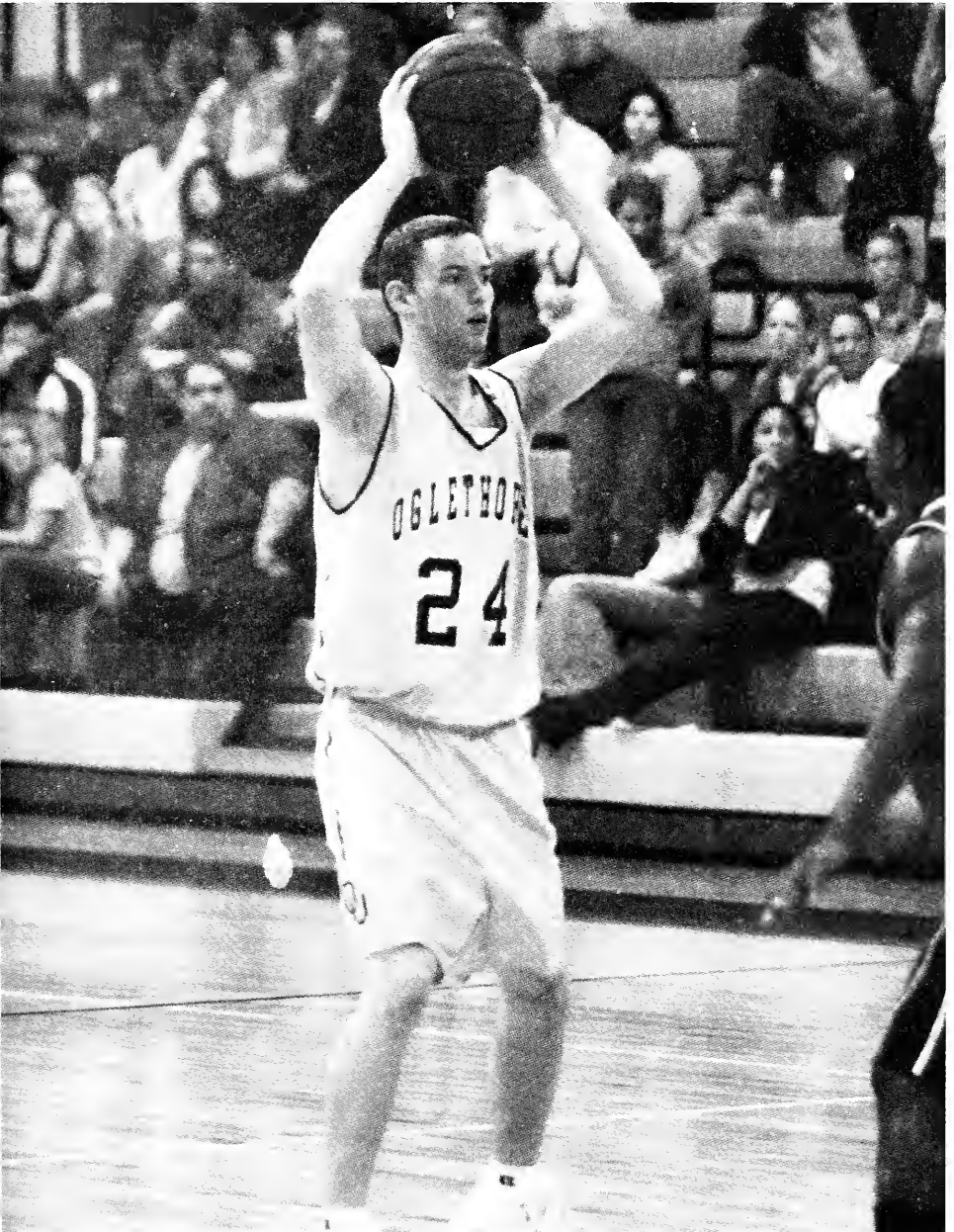
1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loans
3. Federal Perkins Loan Program
4. Federal PLUS loans
5. Federal Pell Grant Program
6. Federal SEOG Program
7. Other federal aid programs

Financial Obligations

A student who has not met all financial obligations to the university will not be allowed to register for courses in subsequent academic sessions; he or she will not be allowed to receive a degree from the university; requests for transcripts will not be honored.

Oglethorpe University retains the right to assess finance charges and/or late fees when a student's account is past due. In the event a student defaults on payment of his or her account, Oglethorpe retains the right to turn the account over to a third-party collection agency. Any cost of collections will be the responsibility of the student.

Student Affairs



Orientation

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

All entering Oglethorpe students must attend scheduled orientation activities in August or January. Throughout this process, students will learn about the academic program, support services and the life of the campus community. To facilitate the student's transition to college life, he or she must enroll in a section of Fresh Focus. For a full description of Fresh Focus, please see the Educational Enrichment section of this *Bulletin*.

Additionally, Oglethorpe expects students entering in the fall to attend one-day Summer Orientation and Registration (SOAR) sessions to become familiar with the campus and curriculum. Students may select one of several possible dates over the summer. Typically, students select their course schedules, receive IDs and meet faculty, staff and other incoming students. The Office of Admission, in collaboration with the Office of Student Affairs and the provost, coordinates the SOAR program; the Office of Student Affairs, in collaboration with the Office of Admission and the provost, organizes the August and January orientations.

Housing and Meals

Campus housing is provided to full-time students enrolled in the undergraduate program on a space-available basis. All residence halls are coed, non-smoking facilities. A staff of resident assistants and housing professionals supervises each residential area. All freshmen and sophomores not living at home with a parent or legal guardian are required to live on campus. The residence halls close during the winter break at which time all residents must leave campus.

All students living on campus must participate in the university meal plan. Twenty-four meals are served each week in the Emerson Student Center. Breakfast, lunch and dinner are served Monday through Friday. Brunch and dinner are served on Saturdays, Sundays and holidays. Sunday through Thursday nights, the dining hall will be open with late-evening choices from 9:00 until 11:00 p.m. Three different meal plan options are available; two of these options include flex dollars which may be used at the Oglethorpe Café in Goodman Hall.

Commuting and off-campus students are eligible to purchase a "commuter meal plan." See the business office for a fee schedule. Unused commuter meals do not carry over from one academic year to the next.

In addition to the residence halls, there are six Greek houses that accommodate some members of four fraternities and two sororities.

Health Services

A registered nurse directs the health services office. A part-time physician assists in the office on a weekly basis. The center operates on a regular posted schedule during weekdays when classes and finals are in session, providing basic first aid and limited medical assistance for students. Special services such as exams, vaccinations and tests occur as publicized.

In the event additional or major medical care is required, or for emergencies, the student-patient will be referred to medical specialists and hospitals in the area with which the health center maintains a working relationship.

All residential students must demonstrate health insurance coverage or they will be assigned to the university plan at an additional charge. International students are required to purchase this supplemental insurance. A brochure is available at the health services office that describes the coverage and limits of the plan. See the Tuition and Costs section of this *Bulletin* for more details.

Counseling and Personal Development

Counseling and referrals for professional psychiatric and psychological services are available to all Oglethorpe students experiencing a variety of personal or social problems or have related concerns. A licensed psychologist directs the counseling and coordinates all other services, which are confidential. The other therapists are at various stages of completion for doctorates in psychology or licensure as a therapist.

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 themselves and their environments more accurately. Individuals are encouraged to understand their feelings and behaviors, relationships with others and life circumstances. Discussion of issues enables growth in making healthier choices and taking responsible action with themselves, relationships, family and academics.

Services offered include:

Group Counseling: Counseling in groups offers a broad range of insight and support from peers and professional therapists. Some groups deal with general concerns and personal growth, others have a more specific focus such as eating disorders, women's issues and sexual abuse or assault.

Individual Counseling: This treatment modality is offered on a weekly basis to work through personal concerns. Individual therapy is generally time-limited.

Couples Counseling: Couples counseling is geared to help partners negotiate difficult times in a relationship

Students come to the counseling center for a wide array of concerns. Among the most common topics include academic difficulties and career indecision; adjustment to college; controlling the use of alcohol and other drugs; depression and anxiety ; eating disorders; low self-confidence; personal growth; and relationship issues.

Student Rights and Responsibilities

Among the enumerated rights of Oglethorpe University students are freedom of expression and peaceful assembly, the presumption of innocence and procedural fairness in the administration of discipline and access to personal records.

As members of the Oglethorpe community, students are responsible for maintaining high standards of conduct and respecting the privacy and feelings of others and the property of both students and the university. Students are expected to display behavior that is not disruptive of campus life or the surrounding community. They represent the university off campus and are expected to act in a law-abiding and mature fashion. Those whose actions show that they have not accepted this responsibility may be subject to disciplinary action as set forth in the Code of Student Conduct, found in this *Bulletin*.

Student Role in Institutional Decision Making

Student opinions and views play a significant role in institutional decisions affecting their interests and welfare. Students are asked to complete the following annually: a comprehensive standardized student opinion survey, the Core Survey, Course Assessments and the Advising Assessment. Students serve on key academic committees such as the Commencement Committee, the Core Curriculum Committee, the Experiential Education Committee, the Teacher Education Council and a standing committee on the Board of Trustees.

Particularly important is the role of elected student government representatives in this process. The president along with selected other officers of the Oglethorpe Student Association meet regularly each semester with the university's senior staff to discuss student body concerns. At least twice each year student government representatives meet with the Campus Life Committee of the Board of Trustees. In addition, the Oglethorpe Student Association collaborates with the president of the university and the cabinet in sponsoring periodic "town meetings" to which all students are invited.

Fraternities and Sororities

The Greek community at Oglethorpe is made up of four fraternities and three sororities. The fraternities are Chi Phi, Delta Sigma Phi, Kappa Alpha Order and Sigma Alpha Epsilon. The sororities are Alpha Sigma Tau, Chi Omega and Sigma Sigma Sigma.

These organizations contribute positively to campus life by providing a variety of leadership, service and social opportunities for students. Membership in these organizations is voluntary and subject to guidelines established by the Interfraternity Council, the Panhellenic Council and the Greek affairs coordinator. The fraternity and sorority recruitment process takes place early in the fall semester.

Athletics

At Oglethorpe, the term student-athlete is taken seriously. Please see "Good Academic Standing and Probation for Athletes" in the Academic Regulations and Policies section of this *Bulletin*. Teams excel in the competitive arena and in the classroom. The university is an active member of the Southern Collegiate Athletic Conference (SCAC) and Division III of the National Collegiate Athletic Association (NCAA). Members of Division III may not award financial aid (other than academic honor awards) to any student-athlete, except upon a showing of financial need by the recipient. Oglethorpe provides a program of Oglethorpe Scholars Awards, which is described in the Financial Assistance section of this *Bulletin*. Many students who are interested in sports and are superior academically do qualify for this form of assistance.

The university offers intercollegiate competition in baseball, basketball, cross-country, golf, soccer, tennis and track and field for men and in basketball, cross-country, golf, soccer, tennis, track and field and volleyball for women. The Stormy Petrels compete against other SCAC schools, including Austin College, Centre College, DePauw University, Hendrix College, Millsaps College, Rhodes College, Southwestern University, Trinity University and The University of the South. Colorado College and Birmingham-Southern are the newest members and will begin competition in the near future.

Intramural and Recreational Sports

In addition to intercollegiate competition, an array of intramural and recreational sports is offered. There are opportunities for all students to participate in physically and intellectually stimulating activities. Competitive team sport seasons are offered in which men and women can compete in basketball, dodgeball, flag football, ultimate frisbee, volleyball and wiffle ball. In addition, aerobics, weight training and dance are also offered at the Steve Schmidt Sport and Recreation Center.

Cultural Opportunities on Campus

There are numerous cultural opportunities for students outside the classroom, such as concerts, theatrical productions and lectures by visiting scholars. The Mack A. Rikard lectures expose students to leaders in business and other professions. The University Singers perform once every semester and sponsor seasonal events with guest artists. The Oglethorpe University Museum of Art, on the third floor of Philip Weltner Library, sponsors exhibitions as well as lectures on associated subjects and occasional concerts in the museum. The Playmakers and theatre department stage five productions each year in the Conant Performing Arts Center. Two annual events, Night of the Arts and International Night, provide a showcase for campus talent. The former presents student literary, musical and visual arts talent while the latter features international cuisine and entertainment. Georgia Shakespeare, a professional theatre company located on campus, offers summer and fall performances that are a valuable cultural asset to the Oglethorpe community.

Opportunities in Atlanta

Oglethorpe is located eight miles from downtown Atlanta and just two miles from the city's largest shopping center. A nearby rapid transit station makes transportation quick and efficient. This proximity to the Southeast's most vibrant city offers students a great variety of cultural and entertainment opportunities. There are numerous excellent restaurants and clubs in nearby Buckhead. Downtown Atlanta offers major league professional baseball, football, ice hockey and basketball to sports fans as well as frequent popular concerts. The Atlanta Symphony Orchestra performs from September through May in the Woodruff Arts Center. The Atlanta Ballet and the Atlanta Opera perform periodically at the Fox Theater which also presents musical theater and various concerts. The Alliance Theatre Company and many smaller companies present productions of contemporary and classical plays. The High Museum of Art hosts major traveling exhibitions in addition to its permanent collection. The Office of Student Affairs sponsors a series of field trips through the OUr Atlanta program to museums, theater and dance programs and places of cultural and historical interest in the metropolitan Atlanta area.

Policy Prohibiting Discrimination, Harassment and Retaliation

Oglethorpe University values the dignity of the individual, human diversity and an appropriate decorum for members of the campus community. Discriminatory or harassing behavior is in opposition with these principles and will not be tolerated as such conduct interferes with the work, study or performance of the individual to whom it is addressed. It is indefensible when it makes the work, study or living environment hostile, intimidating, injurious or demeaning.

It is the policy of the university that all members of the Oglethorpe community be able to work, study, participate in activities and live on a campus free of unwarranted harassment in the form of oral, written, graphic or physical conduct which personally frightens, intimidates, injures or demeans another individual. Harassment directed against an individual or group that is based on race, gender, religious belief, color, sexual orientation, national origin, disability, age or any other category protected by federal, state or local law is prohibited. At a minimum, the term harassment as used in this policy includes:

- Offensive remarks, comments, jokes, slurs or verbal conduct pertaining to an individual's personal characteristics.
- Offensive pictures, drawings, photographs, figurines or other graphic images, conduct or communications including email, faxes and copies pertaining to an individual's personal characteristics.
- Offensive sexual remarks, sexual advances or requests for sexual favors regardless of the gender of the individuals involved.
- Offensive physical conduct including touching and gestures, regardless of the gender of the individuals involved.

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

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

Grievance Procedures for Students

Oglethorpe University has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by this policy and/or conduct in violation of Title VI, Title VII, Title IX, Section 504, the Age Discrimination Act and the Americans with Disabilities Act. The following university officials have been designated to respond to allegations regarding any such violation: the vice president for student affairs (Timothy Doyle, Emerson Student Center, 404-364-8335), the provost (Dr. William O. Shropshire, Lupton Hall, 404-364-8317), the director of human resources (Julie Grier, Lupton Hall, 404-364-8325) or the university psychologist and director of the counseling center (Dr. Bonnie L. Kessler, Emerson Student Center, 404-364-8456).

Complaints alleging misconduct as defined in this policy should be reported within 90 days of the alleged offense. Complainants may seek informal or formal resolution. All complainants must complete a written Discriminatory Harassment Incident Report which may be obtained from any of the aforementioned officials.

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

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

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

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

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

Honors and Awards

These awards are presented at Commencement, at the Honors and Awards Convocation during the Symposium for the Liberal Arts or during a special program held by the sponsoring organization:

Donald C. Agnew Award for Distinguished Service: This award is presented annually by members of the Oglethorpe Student Association and is chosen by that body to honor the person who, in their opinion, has given distinguished service to the university. Dr. Agnew served as president of Oglethorpe University from 1957 to 1964.

Alpha Chi Award: This is an annual award made to the member of the sophomore class who best exemplifies the ideals of Alpha Chi in scholarship, leadership, character and service.

Alpha Phi Omega Service Award: This award is presented by Alpha Phi Omega fraternity to the student, faculty or staff member who best exemplifies the organization's three-fold purposes of leadership, friendship and service.

Alpha Psi Omega Rookie Award: This award is presented annually to the outstanding new member of The Playmakers.

Art Awards of Merit: These are presented to students who have displayed excellence in photography, sculpture, painting and drawing.

Leo Bilancio Award: This award, created in memory of Professor Leo Bilancio, a member of the Oglethorpe history faculty from 1958 to 1989, was established by the Oglethorpe Student Association and is presented to a graduating senior who has been an outstanding student of history.

Mary Whiton Calkins and Margaret Floy Washburn Awards: Outstanding seniors majoring in psychology are honored with these awards.

Chiaroscuro Juried Art Show Awards: These awards are presented to the artists who submit the best drawings, sculpture, photographs and paintings to the annual student art show sponsored by Chiaroscuro, a club that supports the arts on campus.

The Chanda Creasy Music Prize (University Singers of the Year): Given annually to one male and one female member who, in the opinion of the conductor, have each made invaluable contributions to the organization and whose musical achievements and commitment have been of the highest order. The award is a cash prize with a personal plaque and their names will be on a master plaque in the University Singers rehearsal room.

Deans' Award for Outstanding Achievement: This award is presented annually to a campus club, organization or society which, in the opinion of the vice president for student affairs and the provost, has contributed most to university life.

Financial Executives Institute Award: This award is presented annually by the Atlanta Chapter of The Financial Executives Institute to students who have demonstrated leadership, superior academic performance and potential for success in business administration.

Georgia Society of Certified Public Accountants Certificate of Academic Excellence: This award is presented annually to the accounting major who has the highest overall grade-point average.

Intramural Sports Awards: These awards are presented to the leading teams and individual athletes in men's and women's intramural competition.

Sidney Lanier Prize: This award is given yearly to the student(s) submitting excellent poetry to campus publications.

LeConte Award: The most outstanding student graduating with a major in one of the natural sciences or mathematics, as determined by the faculty in the Division of Natural Sciences, is recognized with this award.

Leader in Action Award: This award is presented to the student who best exemplifies the ideals of the Rich Foundation Urban Leadership Program.

Charles M. MacConnell Award: This award honors a former member of the faculty and is presented by the sophomore class to the senior who, in the judgment of the class, has participated in many phases of campus life without having received full recognition.

Metropolitan Atlanta Phi Beta Kappa Alumni Association Award: This award is given to the outstanding graduating senior in the Honors Program.

The James Edward Oglethorpe Awards: Commonly called the "Oglethorpe Cups," these are presented annually to the man and woman in the graduating class who, in the opinion of the faculty, have excelled in both scholarship and service.

Oglethorpe Poet Laureate: This award was first instituted by Mrs. Idalee Vonk, wife of former President Paul Vonk, and is an honor that is bestowed upon a freshman, sophomore or junior who presents the best written work to *The Tower* for competition.

Omicron Delta Kappa Emerging Leader Award: This award is made by Omicron Delta Kappa to the student in the freshman class who most fully exemplifies the ideals of this organization.

Order of Omega Outstanding Sophomore Award: This award is presented by the Order of Omega, a national Greek honor society, to the sophomore who best exemplifies the principles of Greek life.

Outstanding Male and Female Varsity Athletes of the Year Award: These awards are made annually to the outstanding male and female students participating in varsity sports.

Outstanding Improvement in French Studies: This award honors the student who demonstrates excellence and dedication in French studies.

Outstanding Mathematics/Computer Science Senior Award: This award recognizes the most exceptional senior majoring in either mathematics or mathematics and computer science.

Outstanding Politics Senior Award: This award is given annually to the graduating senior who, in the judgment of the faculty, does the most sophisticated work in upper-level classes within the discipline.

Outstanding Sociology Senior Award: The outstanding senior majoring in sociology is honored with this award.

Pattillo Leadership Award: The president of the university presents this prize to a graduating student who has excelled in leadership accomplishments. The award is named for Oglethorpe's 13th president, Manning M. Pattillo, Jr.

Phi Beta Kappa Faculty Group Award: This award is presented by the faculty and staff members of Phi Beta Kappa to the graduating student who, in their judgment, has demonstrated outstanding scholarly qualities.

Phi Eta Sigma Freshman Scholarship Award: This award is presented annually to the full-time freshman with the highest grade-point average by Phi Eta Sigma, a national scholastic honor society for freshmen.

Publications Awards: Notable contributors to *The Tower*, *The Stormy Petrel* and *The Yamacraw* are recognized with these awards.

Resident Assistant of the Year: This award is presented annually to an exemplary student who organizes outstanding educational and social programs for residential students and builds a sense of community in the residence halls.

Anne Rivers Siddons Award: This award is given each year to the graduating senior majoring in English who is judged to have written the best piece of short fiction.

The Warren Valine Music Prize (University Singers Most Valuable Member): Given annually to the student who is considered by the members of the Singers to be their most valuable member, the award is a cash prize with a personal plaque, plus the winner's name will be on a master plaque in the University Singers rehearsal room.

Charles Longstreet Weltner Award: Sponsored by the Stormy Petrel Bar Association in honor of Chief Justice Charles L. Weltner, class of 1948, this award is presented annually to a student who demonstrates analytical and persuasive skills and an appreciation for the elements of civic leadership, as determined through a competitive essay and interview process.

Sally Hull Weltner Award for Scholarship: This award is presented to the student in the graduating class who has the highest grade-point average on work completed at Oglethorpe among the students graduating with academic honors.

Who's Who in American Colleges and Universities: This honor is given in recognition of the merit and accomplishments of students who are formally recommended by a committee of students, faculty and administrators, and who meet the requirements of the publication *Who's Who Among Students in American Colleges and Universities*.

Civility Statement

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

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

Students and faculty have a responsibility to foster a healthy climate for the exchange of ideas in the classroom. To that end, students and faculty should specifically avoid behavior that disrupts classroom activities or creates a hostile or intimidating atmosphere.

Consensual Relationship Policy

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

Consenting relationships that are of concern to Oglethorpe are those intimate, romantic or sexual relationships where there is a reporting or evaluation relationship between the two parties. In the case of faculty member and student, the respect and trust accorded the instructor by the student and the instructor's power in assigning grades, evaluations, recommendations for further study and future employment may diminish the student's ability to consent genuinely to an amorous or sexual relationship. Supervisors assign and evaluate their subordinates' work, and senior colleagues often provide advice and support to junior colleagues and are involved in decisions concerning promotion and tenure, course and committee assignments, and salary increases. The power disparity inherent in such relationships poses serious moral, ethical, and legal concerns. Further, such a relationship could make it very difficult to defend a subsequent charge of sexual harassment on grounds of mutual consent. The faculty member, camp counselor, supervisor or senior colleague, by virtue of his or her position, will bear a special burden of accountability if charges of sexual harassment arise.

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

A Student's Guide to Oglethorpe



Student Conduct Policies

General Campus Rules and Regulations

Oglethorpe students should abide by federal, state and local laws. Behavior anywhere on or off campus in violation of such laws may subject an individual to university disciplinary procedures and sanctions as outlined in the Code of Student Conduct.

The following policies are specific campus rules which students must know and heed.

Alcohol and Drug Policy

1. Oglethorpe University expects 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 and may constitute a violation of law that can result in fines or imprisonment by federal, state or local authorities. Any use of alcoholic beverages or drugs on campus that results in a violation of the “General Campus Rules and Regulations” may subject the student to sanctions applying to these infractions as well as to sanctions for violating the alcohol and drug policy.
2. The use of alcoholic beverages on campus by students of legal age is permitted only in the privacy of their living quarters or at events or in locations specifically authorized by the dean of students. If all members of a room or suite are under the legal drinking age, no alcohol can be present in that room at any time. Residents cannot host open invitation or large private parties with alcoholic beverages. This policy specifically prohibits large quantities of alcohol and beer kegs on the campus. Open containers of alcoholic beverages are not permitted outdoors in public areas of the residence halls or elsewhere in campus buildings or on campus grounds, except where specifically authorized. Public areas include lounges, lobbies, study rooms, hallways, laundry/utility rooms and all courtyards, patios, grounds, sidewalks and parking lots.
3. University guidelines that apply whenever alcoholic beverages are available at off-campus functions sponsored by student organizations include the following: the alcohol, which is available to those of legal drinking age who wish to drink, is provided only by or through the management of the establishment rented for the function, served only by licensed bartenders and sold at a reasonable price; alternative non-alcoholic beverages must be available in adequate supply; food or snacks should be served; a reasonable time limit to end the party should be set; sober and safe transportation should be provided to avoid anyone driving while intoxicated; any other effort or provision should be made by the host organization to control the function, encourage responsible conduct and monitor problems of intoxication to better ensure a safe, enjoyable party. Valid complaints of disruptive or unruly behavior, personal injury or damage to property arising from the use of alcohol may subject the organization and the individuals involved to disciplinary action.
4. Driving under the influence of alcohol or drugs on campus is a severe disciplinary matter. Students found driving under the influence will have their driving privileges suspended on campus; 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.

5. Paraphernalia, equipment and other devices designed to increase the rate of consumption or intake of alcohol or illegal drugs such as bongos, funnels and kegs are prohibited from campus.
6. In addition to these policies, the university expects fraternities and sororities to follow the alcohol risk management policies outlined by their national offices.

Policy on Student Demonstrations

Oglethorpe University fully supports freedom of expression and peaceful assembly for students. Having the opportunity to assemble peacefully and to discuss issues is essential to the student's education. However to prevent bodily harm, to protect property and to avoid disruption of the educational process, participants in a demonstration must conduct themselves in a responsible manner. The following standards of conduct apply to all campus assemblies, meetings, parties or other gatherings of students:

No person may push, strike, physically assault or threaten any member of the faculty, staff or student body or any visitor to the university.

The person(s) mainly responsible for organizing a demonstration must meet with the director of campus safety prior to announcing the event to agree on procedures for maintaining order.

All other campus policies on conduct, as well as all county, state and federal laws, apply to student demonstrations on the Oglethorpe campus.

Policy on Hazing

Oglethorpe University does not permit the hazing of a student as a requirement for membership or participation in any student organization, athletic team, Greek chapter, colony, club or group. Hazing is not consistent with the mission of the university and is in opposition to the founding principles of fraternal organizations. The university will not tolerate hazing in any form. Hazing activities are defined as:

An action taken or situation created intentionally by an individual or group, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment or ridicule in another person or group, regardless of the consent of the participants. Any act that interferes with regularly scheduled classes or academic pursuits of a student may also be defined as hazing. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excess fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on or off campus; the wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; forced servitude; other such activities that are not consistent with academic achievement, ritual or policy, the regulations or policies of the university or applicable state law.

Complaints or information concerning an alleged violation of the hazing policy should be reported to the dean of students or the director of residence life. Staff will investigate all complaints and take appropriate action upon confirmation of a violation.

University 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.

Policy on Smoking

Smoking is prohibited in all campus buildings. This includes classrooms, offices, meeting rooms, lounge areas, rest rooms, corridors, stairwells, the library, all residence halls (including the Traer courtyard), the field house, the student center and any other interior spaces in buildings. Each fraternity and sorority chapter determines the smoking policy in its Greek house. Smoking is only permitted in designated areas, at least 25 feet from the entrance to a building. All smokers should dispose of cigarette butts in the proper receptacles.

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.

Appearance

The university expects students to maintain a neat appearance when attending class or campus events. Shoes and shirts are to be worn in all buildings except campus residence halls.

Suicidal Gestures

It is the policy of the university to treat all attempted suicides and suicidal gestures with seriousness regardless of the degree of lethality involved in the attempt. A student who has made such an attempt must receive clearance from the campus psychologist to continue to live on campus and to participate in co-curricular activities.

Gatehouse Security Arm Procedures

The security arm at the Peachtree Road entrance is in operation between the hours of 11:00 p.m. and 6:00 a.m. daily, unless directed otherwise by the director of campus safety. The gate will be down and operating during this period and around the clock on holidays.

If a vehicle has a valid parking tag, the vehicle will be freely admitted onto campus at any time.

Between 11:00 p.m. and 2:00 a.m., if a vehicle has no permit or if the permit is out of date, the vehicle may not be allowed onto campus unless the following is done:

Occupants of any vehicle unaccompanied by a student or staff member must show a valid photo ID. The name, license number and state, time and a reason for the visit will be recorded in the vehicle registration log. In addition, the student the visitor wishes to see must be called in advance to verify that he or she is a welcomed guest. If confirmation is not made after two attempts, the guest will be informed and visitation declined.

If a student is in the vehicle, he or she can confirm the occupants. Students must sign-in their guests on the registration log along with their name (printed clearly), residence hall room, phone number and time.

After 2:00 a.m., a visitor will not be allowed to proceed onto campus unless their intended host or hostess comes to the gatehouse to meet them

Guest List - Occasionally members of Greek Row may provide a guest list of off-campus visitors for a social function. Individuals on the list are allowed onto campus after showing identification and being checked off the list. The fraternities and sororities will be informed that their invited guests are not allowed to bring other individuals not on the list.

Student Concern and Complaint Policies

This policy provides a process for students to raise concerns and file complaints when they are dissatisfied with a university service or policy or an action by a university employee. The process aims to be constructive and positive in resolving differences and working toward a better community at Oglethorpe University.

This policy covers academic and non-academic matters except in areas where other formal policies and procedures take precedence. These other policies include the Grade Appeal Policy, the Policy Prohibiting Discrimination, Harassment and Retaliation, the Student Code of Conduct and the Honor Code.

General principles

- Whenever possible and in a timely fashion, students should raise concerns informally with the faculty member, staff member or other student involved.
- The appropriate division chair or vice president will handle student complaints as quickly and fairly as possible.
- As a measure of good faith, students should be prepared to make their identities known when they raise concerns or complaints. Matters raised anonymously will not be addressed formally.
- There will be no adverse effect on or retaliation against a student raising a concern or complaint in good faith or against any person who in good faith provides information regarding a concern or complaint.
- Written complaints will receive written responses within 30 days and will be kept on file.

Procedures

- Academic matters: If a student has a complaint or concern about a course or faculty member it should be directed first to the appropriate division chair then to the provost. If a student has a complaint about an academic policy or its enforcement, it should be addressed to the associate provost for academic affairs.
- Non-academic matters: If a student has a complaint or concern about a non-academic matter it should be addressed to the vice president of student affairs.

Parking and Driving Regulations

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

Traffic and Parking Regulations

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

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

Parking Areas

- Special visitor parking is designated to the keyhole parking area.
- Regular visitor parking is limited to the Maintenance Drive parking area and the designated visitor parking spaces in the Peachtree Gate parking area.
- Resident student parking is limited to the Greek Row; Upper Quad; North South; Maintenance Drive; Emerson and Dempsey (after August 2007) parking areas.
- Commuter student parking is limited to the Goslin and Goodman parking areas.
- Faculty/staff parking is limited to the Peachtree Gate, Schmidt/Dorough, Hearst, Woodrow Way fence line and Library parking areas.
- Reserved parking, including buses and large vehicles, is designated to the Conant Center parking area with the assistance and direction of campus safety.

Registration

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

- Faculty and staff will register annually between August 19 and September 1. Students will register at the time of registration for classes. Any vehicle brought on campus after that date must be registered immediately (no later than four business days after arriving on campus).
- An individual may register only a vehicle belonging to the registrant or a member of his or her immediate family. Proof of ownership may be any official document that identifies the owner of the vehicle, including title, bill of sale or license tax receipt. Requests for exceptions to this requirement may be granted under special circumstances.
- Permit fees must be paid at the time of registration.
 - \$40.00 Annual student fee
 - \$20.00 Annual student fee (Maintenance Drive; limited to 20 spots)
 - \$40.00 Annual faculty/staff fee
 - \$35.00 Semester fee
 - \$20.00 Part-time faculty/staff
- Proof of registration is a permit in the form of a hang-tag provided to the registrant at the time of registration.
- Official hang-tags may be used on a vehicle other than the registered vehicle for three days provided the registrant informs campus safety of the hang-tag's use on a non-registered vehicle.

Violations

- Handicapped parking zone \$50.00
- Fire lane, driveways and reserved spaces \$30.00
- Parking zone violations, first offense \$10.00
- Parking zone violations, second offense \$25.00
- Other parking violations, first offense \$10.00
- Other parking violations, second offense \$25.00

A third violation of any kind will result in immobilization (booting) of the offending vehicle.

Vehicle Immobilization Charges

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

Towing

If a boot remains on an offending vehicle for more than 48 hours without payment of the removal fee, the vehicle will be towed prior to the beginning of the next business day.

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

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

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

University Liability

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

Visitor Parking

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

Appeal Procedures

Appeals must be made via email within five days of the violation date. The first appeal for any traffic or parking violation fine is to the director of campus safety.

The final appeal for any traffic or parking violation fine is to the vice president for business and finance. The offender has five additional days from the decision of the director of campus safety to request a final appeal.

Records: Retention, Access and Protection

Family Educational Rights and Privacy Act (FERPA)

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

Educational Records

Educational records are defined as those records created to assist the offices of academic divisions, admission, business, evening degree program, financial aid, president, provost, registrar, student affairs and institutional research 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 (described below), may not be released without the written consent of the student to any individual, agency or organization other than the following authorized personnel or situations:

1. Parents, if student is a dependent as defined by Section 152 of the Internal Revenue Code of 1954.
2. Oglethorpe University faculty and staff who have an educational interest in the student.
3. Officials of other schools in which the student seeks to enroll (transcripts).
4. Certain government agencies specified in the legislation.
5. An accrediting agency in carrying out its function.
6. In emergency situations where the health or safety of the student or others is involved.
7. Educational surveys where individual identification is withheld.
8. In response to a judicial order.
9. In a campus directory after the student has deletion options.
10. In connection with financial aid.

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:

1. Confidential letters and statements of recommendation which were placed in the record before January 1, 1975.
2. Medical and psychological information.
3. Private notes and procedural matters retained by the maker or substitutes.
4. Financial records of parents or guardian.

Students may challenge any data in their educational record that is considered to be inaccurate or misleading. The student must submit the challenge in writing as stated below.

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

Directory Information

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

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

Student Review of Records

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

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

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

- a. The hearing shall be conducted and decided within a reasonable period of time following the request for a hearing.
- b. 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.
- c. The student shall be offered a full and fair opportunity to present evidence relevant to the issues raised.
- d. The decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing.

Note: A hearing may not be convened to contest grades. The grade appeal procedures are listed in the Grade Appeal policy of this *Bulletin*.

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.

Notification of Parents

Parents may obtain non-directory information (grades, GPA, etc.) only at the discretion of the institution and after it has been determined that their child is legally their dependent. Oglethorpe University recognizes the importance of support and interest of parents 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 not Oglethorpe University's policy to disclose non-directory information based solely on dependent status. Parents may also acquire non-directory information by obtaining and presenting a signed consent from their child.

Maintenance and Disposal of Student Records

Oglethorpe University maintains records on different student groups. The types of records, methods for maintaining and access to those records are summarized below. Unless otherwise stated, all records are maintained for five years after a student withdraws or graduates. The records are then shredded and discarded. Records are retained longer if there are any outstanding requests to inspect and review them.

The registrar's office keeps folders on each student; the folders originate in the admission or evening degree program office (whichever is the appropriate entrance office for a given student). The folders contain the admission application, high school and/or college transcripts and other documents that the admission or evening degree program office may collect. Folders remain in the registrar's active files while students are enrolled, and any correspondence or any other documents with the exception of registration and drop/add forms are filed there. When students graduate or withdraw, folders are moved to the inactive files, where they remain for five years. Both the active and inactive files are housed in a locked room. All registration and drop/add forms are stored together by semester in a separate locked cabinet and are destroyed after five years.

In addition to these paper files, transcripts are stored electronically and permanently by the registrar's office. Electronic records are accessed through password-protected screens. Electronic records are accessible to most administrative offices, and the chief administrator of each area approves access levels to the data. Information technology services backs up electronic files nightly. Backups representing the previous month are stored in a bank vault two miles from the campus, so that the backups would be secure in the event of a fire or other disaster.

The financial aid office maintains student financial aid records in a locked, secured storage room. Some financial aid data is maintained electronically also; this data is backed up as described above.

The career services center maintains credential files for Master of Arts in Teaching Early Childhood Education graduates and any other students who request this service. These files include the student's resume, reference letters and forms and signed release forms. The center also maintains files for students who participate in internships and social work field placements. These include contracts and other information pertinent to the experience. Records are kept in a locked filing cabinet in a locked storage room within the office suite.

All clients of the counseling center have the right to expect complete confidentiality of their records and sessions. Counselors are legally bound to maintain rights to privacy and will not disclose information of any kind without the client's express written permission. Student records housed in the counseling center are maintained in a locked area of the counseling center with access being limited to the director of the center and authorized staff working on individual cases.

The residence life office keeps files on students living on campus. The files, which contain residential hall agreements, are stored in cabinets in the residence life office. The office is locked at the end of each business day. The residence life director and coordinators have access to the records. The director secures all student discipline records including Code of Conduct violations in a locked storage closet in the director's locked office. The director is the only individual that maintains a key to this area. If a disciplinary citation becomes part of a student's educational record, copies are hand delivered by the director to the registrar's office.

The provost's office secures all Honor Code violation information in a storage cabinet in the provost's locked office. If an Honor Code violation becomes part of a student's academic record, copies are hand delivered by the provost to the registrar's office.

Student health services houses the medical and health history records for current and former students. The current student records are located in the student health services clinic. They are stored in a locked file cabinet in the director of health services office, which is locked at the end of each business day. This file cabinet is unlocked during the day and locked whenever the director leaves the clinic. Former students' medical and health history records are stored in a locked file cabinet in the locked storage room in the student health services office, which is across from the director's office. The director has the key to all locked doors and file cabinets. Everyone who accesses a student's file signs a form stating their name, position, date, name of student record accessing and purpose of inquiry.

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.

B. 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, in violation of the Code of Student Conduct:

1. Physical harm or threat of physical harm to any person(s) or oneself including but not limited to: assault, sexual abuse or other forms of physical abuse.
2. Harassment, whether physical or verbal, oral or written, which is beyond the bounds of protected free speech, directed at a specific individual(s), easily construed as "fighting words" and likely to cause an immediate breach of the peace.

3. Conduct which threatens the mental health, physical health or safety of any person or persons including hazing, drug or alcohol abuse and other forms of destructive behavior.
4. Intentional disruption or obstruction of lawful activities of the university or its members including their exercise of the right to assemble and to peaceful protest.
5. Theft of or damage to personal or university property or services or illegal possession or use of the same.
6. Forgery, alteration, fabrication or misuse of identification cards, keys, records, grades, diplomas, university documents or misrepresentation of any kind to a university office or official.
7. Unauthorized entry, use or occupation of university facilities that are locked, closed or otherwise restricted as to use.
8. Disorderly conduct including, but not limited to, public intoxication, excessive noise, lewd, indecent or obscene behavior, libel, slander or illegal gambling.
9. Illegal manufacture, purchase, sale, use, possession or distribution of alcohol, drugs or controlled substances, or any other violation of the Oglethorpe University Policy on Alcohol and Other Drugs.
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 the investigation thereof.
11. Unauthorized possession or use of any weapon, including, but not limited to: knives, firearms, BB-guns, paint ball guns, air rifles, explosive devices, fireworks or any other dangerous, illegal or hazardous object or material and improper use as a weapon of any otherwise permitted object or material.
12. Interference with or misuse of fire alarms, smoke detectors, elevators or other safety and security equipment or programs.
13. Violation of any federal, state or local law, on or off campus, which has a negative impact on the well-being of Oglethorpe University or its individual members.
14. Violation of university policies, rules or regulations that are published herein or in other official university publications or agreements and on the university website. Cases involving alleged Honor Code violations are handled according to procedures outlined in the Academic Regulations section.

C. Culpability

Culpability is not diminished for acts in violation of this code that are committed in ignorance of the code or under the influence of alcohol, illegal drugs or improper use of controlled substances.

D. Jurisdiction

1. The University Conduct System has jurisdiction over alleged violations of the Code of 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, 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 Conduct are also violations of federal, state and local law, the university reserves the

right to address these issues through its own Conduct System. It will be up to the university to decide whether or not these alleged violations will be reported to external authorities. In cases where a criminal case is likely, the university may delay the conduct process pending the outcome of the criminal proceedings.

3. The term “student” includes all persons taking courses at Oglethorpe University, either full- or part-time, pursuing undergraduate, graduate or professional studies. The term also includes persons taking courses in either the traditional or evening degree programs. Persons who withdraw from the university after allegedly violating the Code of Student Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the university or who have been notified of their acceptance for admission are considered “students” as are persons who are living in campus residence halls, although not enrolled at this institution.
4. Students are expected to follow the Code of Student Conduct and the procedures used to enforce the Code of Student Conduct as a condition of their enrollment at Oglethorpe University.
5. Students or student organizations may be placed on interim suspension by the dean of students prior to the commencement of and during official conduct proceedings. This decision will be made by the dean on determination that the safety and well-being of the university community is at risk. Students on interim suspension are prohibited from being on campus.
6. A student may be placed on interim suspension from the residence halls by the director of residence life prior to the commencement of and during official conduct proceedings. The decision will be made on determination that the safety and well-being of the student and/or university community is at risk.

E. Hearings

1. A student who is accused of allegedly violating the Code of Student Conduct may have his or her case heard administratively. This hearing will be conducted by the chief conduct officer or a designee, depending on the nature of the alleged violation.
2. While most alleged violations will be handled informally, the chief conduct officer may choose to forward the alleged violation directly to a conduct board for formal resolution.
3. The purpose of the hearing will be to determine and/or verify the facts surrounding the act(s) or incident(s) that led to the alleged violation, to determine whether or not the respondent is responsible and to decide on an appropriate resolution. The respondent (accused student or organization) will have the right to hear the evidence presented and to present evidence on their own behalf.
4. During the administrative hearing the respondent will hear the charges and a reasonable sanction if the allegations were proven to be true. If the respondent accepts responsibility and all parties agree to the sanction, the resolution will be confirmed in an official letter.
5. If the respondent denies the allegations or does not accept the proposed sanction the matter will then be forwarded to the conduct board for a formal resolution.
6. If the respondent fails to attend a scheduled hearing, the proceedings will take place and a decision will be rendered without his or her input.
7. All hearings will take place in private and the proceedings will be limited to those persons permitted in these procedures.
8. During a hearing, the respondent may have a member of the university community present as an adviser. The respondent is responsible for presenting his or her own information and therefore advisers are not permitted to speak or participate directly in the proceedings.

9. During a hearing, witnesses for both parties may be called to present testimony in person or they may submit testimony in writing. Witnesses may only present information in response to questions posed by the conduct board or chief conduct officer during a hearing. Names of witnesses must be presented to the chief conduct officer at least two business days prior to the hearing.
10. Complainants (and other witnesses) should be present during a formal conduct board hearing to present information and answer questions from the conduct board. The chief conduct officer may make accommodations for the complainant to present testimony to the conduct board apart from the respondent, if concerns exist for the safety, well-being and/or fears for confrontation of the complainant. The decision to provide such accommodations will be made at the sole discretion of the chief conduct officer.
11. The proceedings of hearings may not be recorded electronically or by other means by the respondent.

F. Hearing Boards

1. The University Conduct Board (UCB) is comprised of five members selected from a pool of qualified faculty, staff and student applicants. The chief conduct officer and dean of students will select the board. At least three students will serve on each board.
2. The UCB will hear cases for the following conditions:
 - a. The respondent has not accepted responsibility for the alleged violation.
 - b. The chief conduct officer decides that he or she cannot determine an outcome during an administrative hearing.
3. The UCB may hear any case of alleged violation of the Code of Student Conduct filed against a student or student organization, except for alleged violations of the Honor Code. The UCB may impose sanctions up to and including expulsion from the University. The dean of students must review any expulsion recommendations. The UCB also has the ability to design sanctions that are educational in nature and related to the facts of the case.

G. Conduct Procedures

1. Any member of the university community may file charges against a student or organization for violations of the Code of Student Conduct. The charge shall be made in writing and directed to the chief conduct officer.
2. The chief conduct officer will determine whether or not enough information exists to pursue the matter through the university conduct process.
3. If the matter is to be pursued, written notification will be sent to the accused student or president of the organization notifying him or her of the complaint, the charges alleged and a brief outline of the alleged facts which support the complaint.
4. The notification will also include the date, time and location of the administrative hearing which will be held to discuss the complaint and to determine an outcome.
5. During the administrative hearing the student or president will have the following options:
 - a. Accepting responsibility and agreeing to a sanction via an informal resolution;
 - b. Not accepting responsibility or agreeing to an informal resolution and a conduct hearing is scheduled;
 - c. Disciplinary withdrawal, wherein a student withdraws from Oglethorpe University rather than face further disciplinary action. In order to be readmitted, the student must face the charges.
6. If an informal resolution is agreed to by the respondent and the conduct officer, the student is notified in writing of the outcome which will include the details of any sanctions that have been assigned.

7. If a hearing is warranted, written notification will be sent to the involved parties with date, time and location of the hearing as well as the charges and a brief statement of the facts upon which the charges are based.
8. Written confirmation of the hearing board's decision is available for the appropriate persons with five business days of the hearing.
9. Either party may appeal the decision of the hearing board to the dean of students, in writing, within 24 hours of the decision. There are no appeals for informal resolutions.
10. University conduct procedures are administrative rather than criminal in nature. Rule of evidence and the criminal standard of proof do not apply. Hearsay is permissible. The burden of proof will rest with the complainant and determination of responsibility will be based on the preponderance of the evidence.

H. Sanctions

Sanctions imposed in response to a conduct hearing are considered official actions of Oglethorpe University. Failure to comply with the sanctions that are imposed as part of the conduct process may result in the immediate suspension from the university without benefit of further consultation. The following sanctions or any combination thereof may be applied to any individual student, group of students or student organization for violations of the Code of Student Conduct and related university policies:

Verbal Warning - The student shall be warned verbally by the chief conduct officer or a designee that he or she has violated the Code of Student Conduct and that subsequent misconduct may result in more serious disciplinary action. No further action is taken at this point and no entry is made in the student's disciplinary file.

Formal Reprimand/Warning - The student receives a formal reprimand in writing that he or she has violated the Code of Student Conduct and that subsequent misconduct may lead to a more serious disciplinary action. A formal reprimand will remain active in a student's or student organization's disciplinary file for one calendar year.

Probation - A student or student organization placed on probation is no longer considered in "good standing" with the university. Probationary status signifies that the student's or organization's behavior has been deemed unacceptable by the university community. The primary purpose of probation is to restrict privileges and to determine whether or not the student or organization is suitable to remain a member of the campus community. Students or organizations on probation may be subjected to certain conditions which may include but are not limited to fines, restitution, community service, revocation of privileges and other educational sanctions. Students placed on probation shall remain on probation for a time period set by the conduct board or chief conduct officer. The types of probation are as follows:

1. **Social** - This status is applied as a result of a breach of specific social regulations. Its primary effect is to suspend a privilege related to the nature of the offense and/or restrict access to specific campus facilities or programs.
2. **Residential** - This status indicates that a student is no longer in good standing within the university residential living program and is at risk of being suspended from the residence halls on campus.
3. **Disciplinary** - This action signifies a serious violation of the community standards of Oglethorpe University and that the student or student organization is at serious risk for suspension or expulsion from the university. The student or organization is permitted to remain enrolled or to remain recognized at the university but under certain conditions.

Residential Suspension/Expulsion - This status indicates that a student is not eligible to live in or visit the residential facilities on campus. It may be permanent or for a specific amount of time and may be applied generally or to specific facilities.

Interim Suspension - This action, initiated by the dean of students, is a temporary suspension of certain rights and privileges while a conduct case is pending. Interim suspension may be broad and all inclusive or may be restricted to a specific location and/or function and is based on the determination that the safety and well-being of the campus community or specific persons are at risk. A student who is facing criminal charges in an external judicial system may also be placed on interim suspension pending the outcome.

Suspension - This action results in the involuntary withdrawal of the student from the university or loss of recognition for a student organization for a specific amount of time or until specific conditions have been met. A suspended student or student organization is prohibited from any presence or activity on university owned or controlled property.

Expulsion - This action results in the permanent separation of the student or student organization from the university, its programs and facilities. This is the most severe form of disciplinary action the university conduct system can impose.

I. Appeals

1. Decisions of the University Conduct Board may be appealed in writing, to the dean of students, within 24 hours of the receipt of the written decision.
2. There are no appeals granted for decisions made during an administrative hearing.
3. Appeals must be based on one or more of the following:
 - a. Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing.
 - b. Excessive or inappropriate sanctions that have no reasonable relationship to the charges.
 - c. New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have a detrimental impact of the outcome of the hearing.

Student Activities

The mission of student activities at Oglethorpe University is to enhance the collegiate experience through supporting the academic, social and personal enrichment within the student community by offering intentional programming, promoting campus engagement and developing student leaders. The office enacts this mission through three primary functions: offering an intentional programming calendar; acting as a resource for campus clubs/organizations; advising the Oglethorpe Student Association's Programming Board.

Oglethorpe's student activities office provides an extensive programming calendar for the student population, including a diverse range of programs in developmental areas such as cultural, educational, social, recreational and community service.

Campus organizations are an integral part of Oglethorpe University campus life. **All student programming must be registered with the student activities office seven business days prior to the event.** Once the event has been confirmed, students may take advantage of the information provided in the student activities event planning brochure, which provides necessary

contact information and an event registration form. The planning brochure is available from student affairs in the Emerson Student Center.

Policy Statement on Student Organizations

Campus student organizations include activities and clubs recognized through the Oglethorpe Student Association, student publications organized under the Publications Council, co-curricular groups and honorary societies chartered at the university and fraternities and sororities coordinated by the Interfraternity Council or the Panhellenic Council. Student organizations are subject to the authority and regulations of the university. Recognition and continuation of a campus student organization requires that the philosophy and purpose of the group's activities be consistent with the philosophy and purpose of the university. National affiliation of student organizations is subject to approval of the university.

Eligibility for membership or active participation in student organizations is limited to currently enrolled students at Oglethorpe University. Eligibility to serve as an officer or in an official capacity in a student organization is restricted to full time, currently registered students who are not on academic or disciplinary probation. Any questions concerning eligibility for membership or holding office in a student organization are subject to final determination by the vice president for student affairs.

All student organizations must have a university faculty or staff adviser. 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 adviser to the student affairs office at the beginning of each fall semester. Failure to comply with these provisions may result in the organization being declared inactive. An organization declared inactive or determined to be defunct must reapply for recognition to be reactivated.

Policy on Advertising for Activities and Events

The student affairs office can assist student groups in publicizing events by including information in student echimes, emailed to all students each Thursday during the fall and spring semesters. As a student's Oglethorpe email account is the official university vehicle of communication, echimes is the most effective means of communication. To include your announcement in echimes, submit your notice in paragraph form to the assistant to the dean by Wednesday afternoons.

The following regulations regarding the use of campus bulletin boards and kiosks exist to improve communication about campus events while preserving the beauty of the buildings and grounds:

1. Posters should not exceed 8.5" x 14".
2. There should not be more than one announcement for each event on any bulletin board.
3. All posters must clearly identify the producing organization and the date and time of the event. Posters that do not meet this requirement will be removed.
4. Posters should be put up only on existing bulletin boards. Interior and exterior doors and windows of buildings should be left clear as a matter of safety.
5. Posters and advertisements may not be posted on the walls in the student center or on any campus building, including residence halls.
6. Individuals and groups may not post on the doors of residence hall rooms without the expressed consent of the residents.
7. Bulletin boards assigned to specific organizations or for specific purposes should be respected.
8. Individuals and groups must get permission from the RA to post on bulletin boards in the residence halls.

9. No one should remove a current poster to replace it with his or her own or cover another poster.
10. Exceptions to the regulations concerning the size and location of posters or banners must have advance approval from the student affairs office.
11. Off-campus organizations must obtain prior permission from the student affairs office before putting up posters, advertisements, banners or flyers.
12. Individuals or groups putting up posters are responsible for their removal with 24 hours after a publicized event has taken place.
13. Posters and advertisements are only permitted for the purpose of promoting events or activities. Personal statements, with the exception of campaign materials related to an Oglethorpe Student Association or otherwise sponsored election, are prohibited.
14. Advertisements for off-campus housing are not permitted.

Discipline of Student Organizations

Student organizations exist in a special relationship to the university. In the event that a student organization is accused of violating university rules and regulations, the organization will undergo a judicial process similar to that for individual students and will be accorded the rights of fundamental fairness and presumption of innocence. However, during the time prior to the judicial review process, the dean of students may suspend the activities of the organization. The right of privacy guaranteed to individuals by FERPA does not apply to organizations.

A judicial officer will appoint a judicial panel composed of students, staff and faculty members to hear the case. If the organization is found guilty of violating a university rule or regulation the judicial officer will impose a sanction. The organization has the right to appeal the sanction in writing to the dean of students. The appeal must be made in writing within five business days of the imposition of the sanction.

Oglethorpe Student Association (OSA)

The Oglethorpe Student Association (OSA) is the guiding body for student life at Oglethorpe University. OSA consists of three elected bodies: an executive council, composed of a president, two vice presidents, parliamentarian, secretary, treasurer and presidents of the four classes; the senate, chaired by a vice president and composed of four senators from each class; the programming board, chaired by a vice president and composed of the freshman class president, one senator from each class and three elected representatives from each class. All three bodies meet regularly, and the meetings are open to the public. OSA administers a student activity fee that is assessed to all full-time traditional students. Additional information can be obtained from the OSA office or student affairs, both located in the Emerson Student Center. The Oglethorpe Student Association can be reached at 404-364-8541 or 3000 Woodrow Way NE, Atlanta, GA 30319-2797.

OSA Constitution: The full text of the OSA constitution is available at www.oglethorpe.edu (keyword: OSA). Please reference this document for information on the policies and procedures of Oglethorpe's student government. Of particular interest to other organizations is the process on becoming a chartered university organization and petitioning for funding from the OSA Senate.

Policy on Student Publications

Oglethorpe University supports the publication of the student newspaper, *The Stormy Petrel*; the campus yearbook, *The Yamacraw*; the literary magazine, *The Tower*. Since revenues collected by the university fund these publications, the ultimate responsibility for these publications lies with the university. Each publication has at least one faculty or staff adviser.

The publications council is composed of one faculty or staff adviser from each publication, the dean of students, two members of the OSA executive council and three additional students selected by OSA. The council makes the final selection of publication editors, establishes and reviews policies related to the publications, hears complaints or grievances directed against a member of a publication staff and makes the final decision about the removal from office of an editor.

Recognition of Campus Organizations

Groups desiring to form a campus student organization must follow the appropriate process prescribed by the Oglethorpe Student Association, the Publications Council, the Interfraternity Council, the Panhellenic Council or the university. Generally, recognition of a new student organization requires a proposed constitution that contains a statement of purpose along with a list of members, officers and an adviser. The student recognition body and subsequently the university must approve the charters of new organizations. Information and advice on the procedures and process are available from the residence life coordinator for student activities.

A great variety of organizations are open to Oglethorpe students, alumni and friends of the university. For information on the policies of these organizations, contact the student affairs office.

Recognized Student Organizations, as of publication:

Academic/Honorary

Phi Delta Epsilon, Pre-Medical Society
University Accounting Society
Alpha Chi, academic honorary
Alpha Psi Omega, drama honorary
Chi Alpha Sigma, national college athlete honor society
Omicron Delta Kappa, national leadership honor society

Order of Omega, Greek honor society
Phi Alpha Theta, history honorary
Phi Beta Delta, international honorary
Phi Eta Sigma, freshman honor society
Psi Chi, psychology honor society
Sigma Pi Sigma, physics honor society
Sigma Tau Delta, English honor society
Sigma Zeta, science honorary

Advocacy

ECOS: Environmentally Concerned
Oglethorpe Students
E.D.G.E.
Feminist Majority Leadership Alliance

Ethnic/International

International Club
Japanese Culture Club
Oglethorpe Caribbean Student Association
Ujamaa

Governance/Advisory

Interfraternity Council
Oglethorpe Student Association (OSA)
Panhellenic Council

Performing Arts

OU Playmakers
Oglethorpe University Singers and University Chorale
Oglethorpe Winds

Greek

Fraternities:

Chi Phi
Delta Sigma Phi
Kappa Alpha Order
Sigma Alpha Epsilon

Sororities:

Alpha Sigma Tau
Chi Omega
Sigma Sigma Sigma

Publications

The Stormy Petrel

The Tower

The Yamacraw

Religious

Oglethorpe Christian Fellowship

Fellowship of Christian Athletes

Special Interest

Chess Club

Open Mic Club

OUTlet: Students Against Homophobia

Recreational

Core, Karate

Oglethorpe Spirit Coalition

Dorough Delinquents

Khayos, Urban Dance Steppers

OU Cheerleaders

Oglethorpe University Dancers

Volunteer

Alpha Phi Omega (APO)

Circle K International

Rotaract Club

For more information on student organizations, visit www.oglethorpe.edu (keyword: organizations).

Residence Life

Membership in the Community

As members of the Oglethorpe campus community, residential students have a specific set of rights and responsibilities. Problems develop when one person fulfills his or her responsibilities and another does not. Residence life policies and regulations are designed to give a clear understanding of what is expected of you as an Oglethorpe University resident. 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 residence life office has established a number of guidelines intended to give students a standard by which to live and learn together.

Responsibilities of Community Living

As an important member of this residential community you have the responsibility to:

1. Verbally express your views to the person(s) involved, should you feel your rights have been violated.
2. Treat other residents with respect and consideration and grant them their individual rights.
3. Understand all policies and regulations necessary for the hall and university community to function.
4. Respond to all reasonable requests from fellow residents.
5. Respond to and cooperate with all Oglethorpe University and residence hall staff members at all times.
6. 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.
7. Accept responsibility for your behavior and that of your guests at all times.
8. Recognize that public areas and their furnishings belong to everyone and that abuse of those areas violates the rights of all community members.

Residence Life Staff

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 the RA lives directly in the building, he or she is attuned to residents' particular needs and problems. RAs go through an extensive selection and training process and are, therefore, helpful in dealing with all types of problems and situations. RAs also plan programs and activities, hold hall meetings, enforce policies and refer maintenance/housekeeping work orders to the physical plant.

Community Floor Advisors (CFAs) are responsible for the Upper Quad third floor areas. CFAs report to the residence life coordinator and work directly with the RA to ensure these areas are running properly. CFAs are typically sophomores or juniors who hope to gain the necessary experience to become an RA in the future.

Residence Life Coordinators (RLCs) are student affairs professionals who work and live on campus. They are trained and experienced in residence hall operations, supervise the RAs and provide guidance in RA programming. RLCs live in a campus apartment and oversee the activities of their assigned area of campus. They are the residence life office's spokesperson in any situation that may arise in the residence halls and enforce university and residence hall policies. Feel free to speak with your RLC about problems, ideas and suggestions.

Room Assignment Policies and Regulations

Residence Hall Agreement

Housing is provided on a space-available basis to full-time day students only. The availability of on-campus housing is not guaranteed. Each resident student is required to pay a nonrefundable deposit and sign a residence hall agreement before he or she may reserve a room. The agreement is binding for an entire academic year. Students thinking about moving off campus should speak with the director of residence life before making plans.

Residency Requirements

Freshmen and sophomore students are required to live on campus unless they are commuting from the home of a parent or guardian. Home is defined as the primary residence of the parent or guardian.

Room Assignment and Reservations

Once a student enrolls at Oglethorpe, he or she signs up for on-campus housing each April for the upcoming academic year. Residence life publicizes room reservation dates and procedures.

Single Rooms

Single room requests are honored only as space permits. Single room rates are in addition to the regular room and board fees. At the beginning of each semester students may sign up on a singles waiting list. If a single becomes available, a student must complete a single room application. In the event of large enrollment, even students who are granted a single room may be assigned a roommate.

Summer Housing

Requests for summer housing will be taken during the spring semester in April, after the room selection process is complete for the upcoming fall semester. Residence life will announce dates, times and procedures.

Room Changes

Students wishing to change rooms must submit a Room Change Request form. Forms may be obtained and submitted in the student affairs office. The student will then be contacted (usually within two to three days) as to whether or not his or her request has been approved. Moving without prior approval of the residence life office will result in a minimum \$50 fine. Room changes may only be made after the first two weeks of school through midterm during the first semester and during the first two weeks of school during the second semester. When the residence halls are filled to capacity, room change options diminish. Communication is the key to effective roommate relationships.

Holidays

All residents are expected to vacate the residence halls by the time posted by the residence life staff on the last day of classes before a scheduled break or at the completion of their final examinations. Special requests for delayed departure must be submitted to the director of residence life two weeks prior to the upcoming break. The director of residence life may grant permission if the request is justified. Students granted special permission to remain in the halls over scheduled breaks will be charged \$100 per day. Anyone who returns to the residence halls during the break or who stays late without receiving prior permission may face additional sanctions and fines up to \$200. The residence halls will reopen after scheduled vacation periods at 9:00 a.m. on the day before registration or when classes resume.

Check-In/Check-Out Procedures

All resident students must complete a room inventory card (RIC) upon arrival. Completed RICs should be turned into the RA or RLC. By signing the RIC the resident is accepting the condition of the room at check-in. When residents vacate their assigned rooms, a check-out procedure must be followed. It is the responsibility of the resident to know the check-out procedure and to ensure that it is followed.

1. Arrange a time for a check-out appointment with the RA well in advance of the planned departure date. Each resident is responsible for scheduling his or her appointment. All belongings, including those on walls, in closets, in drawers, etc., must be removed before the appointment
2. Sweep out room and remove all trash. As a courtesy to other students, please do not leave trash in hallways or outside the door. If the room or suite is not cleaned, there will be a charge for improper checkout.
3. Meet with the RA for a check-out appointment. The RA will inspect the room for damages, missing furniture and cleanliness.
4. Return keys to the RA and sign the RIC after any damages have been noted.
5. The RLC or other professional staff will determine final damage assessments.

Note: Moving without prior approval from the RLC will result in a \$50 fine.

Damages

Communal Property: If hallways, baths, lounges or other public areas in the residence halls receive undue abuse, residents of that area are expected to assist in identifying the responsible individual(s). When the individual(s) cannot be identified, all residents will be required to pay a prorated share of repairing such damages.

Room: The student is responsible for any damages that occur in the room during occupancy. If damages are accidental, repair costs must still be paid. In the case where damages are the result of vandalism, the individual responsible must not only pay for repairs but may also face disciplinary action.

Students who maliciously damage their rooms and/or common areas of the residence halls will be subject to restitution, disciplinary action and/or fines and possible expulsion from the residence halls.

Deposits, Refunds and Breaking your Contract

A room reservation/damage deposit of \$200 must be paid prior to reserving a room. This deposit will be applicable to residence hall damages. Students who currently live on campus will not have to pay an additional deposit to reserve a room. In this case, the deposit will be rolled over. The deposit will be refunded after the student leaves the residence hall at the end of the contract period or for other reasons as stated in the Residence Hall Agreement, provided that the student has no outstanding financial obligations to the university and does not intend to live on campus the following year. If the student fails to turn in keys and sign the proper check out forms at the end of the occupancy period or if keys are lost during the contract period, a lock change fee may be charged against the damage deposit. The damage deposit is not applicable to room and board charges. Damage deposits will be processed at the end of each semester. Students who are graduating or not returning to campus housing should expect a check mailed to their permanent address by the end of June. Deposits are not refunded to students who withdraw from the university or who otherwise leave housing prior to the end of their contract period.

Students are obligated to live on campus throughout their contractual agreement, typically the entire academic year. Students may apply to break their contract prior to the end of the academic year as outlined in the Residence Hall Agreement. A breakage fee is charged and the deposit is forfeited for students who break the contract early. Freshmen and sophomores may only break the contract to commute from the home of a parent or guardian. Students suspended from the residence halls are not entitled to a refund.

Keys

Report lost keys at once to the RLC. For personal security, it is necessary to change locks at the student's expense. The charge for a lost key is \$140.

Lockouts

Students needing to be let into their rooms should contact the RA on duty. If that person is temporarily unavailable, they should look for another member of the residence life staff or call campus safety as a last resort. Students who have more than two lockouts per year will be charged \$10 per lockout.

Snack Machines

There is a snack and soft drink machine located in close proximity to each residence hall area. Please report any problems with the machines to your RLC. Note: Vandalism to vending machines may result in the loss of those machines for the remainder of the academic year.

Cable TV

The residence halls are wired for cable. Beginning fall 2006, basic cable TV service will be provided in each suite. In addition, most of the TVs in the residence hall lounges offer cable TV.

Housekeeping

The housekeeping staff is responsible for cleaning all public areas. These areas include the lounges, bathrooms, halls and stairwells. Housekeeping requests should be channeled through your RA, CFA or our online maintenance request system. Remember, housekeeping can only clean bathrooms that are free of undue clutter on the sinks and floor area.

Laundry Facilities

Coin-operated washers and dryers are located on the first floor of Traer and Alumni Halls and in the basement of Dempsey Hall. There are laundry facilities on each floor of North and South Halls. Please report malfunctioning machines to an RA or CFA.

Maintenance

Routine maintenance needs should be reported by making a request online via the residence life web page or to the RA. Please be specific in describing the problem and date the request; this will expedite repairs. All maintenance requests should be submitted in writing, preferably by email.

Emergency maintenance concerns should be reported to the RA on duty, the RLC or campus safety immediately.

Pest Control

Inform the RA or RLC of any insect problems so the appropriate measures may be taken to rid the area of such pests. Generally the exterminator comes on campus on the first Friday of each month to take care of any problems. It is important for students to keep their rooms neat and free of debris and open food sources.

Safety and Security

Always lock residence hall doors and take a key, even on short trips. Do not lend a key to others. Do not keep large amounts of cash in a room. Protect the safety of all residents by respecting all visitation policies. Keep outside doors locked. Propping outside doors for easier re-entry or giving out access codes to buildings compromises the safety of the entire building and is considered a very serious violation of policy.

The outside doors of Traer are monitored by an alarm between the hours of midnight and 7:00 a.m. During these hours, if a door remains open for more than 45 seconds an alarm will sound until the door is closed.

Telephones

Oglethorpe provides local telephone service to all residence hall rooms. Each student will have his or her own phone line and must bring a phone set. The university is not responsible for damages or repair of students' telephone equipment. Students, however, are responsible for any damages to jacks or wiring resulting from tampering with the connections.

Basic telephone service allows students to make campus calls by dialing a four-digit extension and to make local calls to any exchange in the metropolitan Atlanta toll-free calling area at no cost per call. Students must dial "9" to dial off campus followed by the entire ten-digit number.

Voicemail is provided for each resident student. Caller ID is available on the residence hall system though call waiting is not. For more information on the telephone system or to report any problems, dial "0" for the campus operator.

Internet Services

All student rooms are wired for internet accessibility. Oglethorpe provides internet access and an email account for each student. For additional information on the network, visit www.oglethorpe.edu (keyword: ITS) or visit the IT Services office in Goodman Hall. Check out the residence life web page for information on what's going on in the community. It is very important for students who use an alternate email address to forward all mail from their campus network account. Important information regarding university operation and communication, including closings or cancellations, is transmitted via the university network.

Bikes

Bike racks are provided in convenient locations near each residence hall. Bicycles may not be parked in exit corridors, stairways, beside doors, on patio areas or hung from the ceiling. Gasoline-powered bikes (mopeds) and motorcycles are not permitted inside buildings. All bikes may be impounded if left in an inappropriate area. Staff will remove bikes remaining on campus after graduation and donate or discard them.

Cooking

Residents may not cook in their rooms. Because of the fire hazard, sanitation problems and power consumption involved in food preparation, cooking is restricted to the kitchens provided in each area of campus. Coffee makers and small microwave ovens are the only appliances permitted in residence halls. No open coil-heating units are allowed. Refrigerators are permitted as long as they are apartment-size (less than five cubic feet).

Decorating

The residence life staff encourages students to make their room comfortable and representative of their personality. Please follow these guidelines when decorating a room:

- No nails, tape, white “plastic tack” or stick-ums, please. “Easy release” mounting devices designed to be removed without causing wall damage may be used.
- Do not hang items from the ceiling or ceiling tiles.
- Lofts are not permitted.
- Rooms may not be painted.
- Please ask an RA or CFA what is allowable to avoid any unnecessary damage charges.

Fire Safety

Evacuation routes are posted in each residence hall and it is each student’s responsibility to become familiar with such routes. All students must evacuate a building if an alarm is sounding. Do not re-enter the building until a staff member indicates it is safe to do so. Fire drills are conducted once per semester and failure to comply during a drill may result in disciplinary action and a fine. For the safety of all residents, candles and incense will not be allowed in the residence halls at any time. Open fires are not permitted anywhere on campus. Any student who willfully compromises the safety of fellow students by tampering with fire safety equipment or sounding false alarms will be subject to fines up to \$200, suspension from the residence halls and/or criminal prosecution.

Fireworks, Firearms and Explosives

No firearms or weapons (including air, pellet and paintball guns), ammunition, illegal knives, flammable liquids, fireworks or explosives of any kind shall be permitted in any building or any student’s vehicle on campus. Such items will be confiscated and the student will be subject to strict disciplinary action. Possession or the discharging of fireworks on campus is in violation of the laws of Georgia and is prohibited. Students discharging fireworks or other types of explosives on campus are subject to expulsion from the residence halls.

Furniture

Do not remove, store or trade furnishings from any room. Each student is held accountable for the furniture in his or her room and will be assessed charges if an item is missing or damaged. Furniture may not be lofted. Lounge furniture must remain where it was intended. Personal furniture remaining on campus after the residence halls close for the summer will be thrown away.

Heating/Air-Conditioning Units

In order to keep the unit working, do not block the heating/air-conditioning unit with furniture, beds or debris. Heating/AC filters will be changed each semester; a fine will be assessed to occupants of rooms with blocked units as outlined above. Residents are not permitted to use window air-conditioning units or portable heaters in the residence halls.

Hall Meetings

The RA or CFA will call meetings from time to time for each hall or building. These meetings are never lengthy and are only called when the RA has something important to share or certain issues to discuss. Students are expected to make every effort to attend. If unable to be there, check with the RA for important information.

Insurance, Personal Property

The university shall not be responsible for the theft, loss or damage to any student's personal property. Students are encouraged to carry adequate personal property insurance. Parent's insurance may cover personal belongings while away at school. It would be wise to check their policy.

Obscene or Harassing Calls

It is against the law to make obscene or harassing phone calls. Conviction through the justice system is punishable by a fine and/or prison. If such a call is received:

- Do not give out any information (names, location, etc.).
- Hang up immediately.
- Keep a record of calls (dates and times).
- Attempt to determine a pattern.
- If calls persist, call the RA or RLC, the residence life office, campus safety or the local police department. The university will contact the BellSouth Annoyance Call Center to put a trace on the phone(s).

Pets

With the exception of small, harmless fish, no pets are allowed in the residence halls due to health and sanitation regulations. Residents found to be keeping pets will have 24 hours to remove them from campus. Further disciplinary action and a \$100 cleaning fee may also be imposed.

Quiet Hours

Courtesy quiet hours are in effect at all times in the residence halls. Mandatory quiet hours are from 10:00 p.m. until 8:00 a.m. Sunday through Thursday and 2:00 a.m. until 10:00 a.m. on the weekends. On the third and fourth floor of Dempsey Hall extended quiet hours are from 8:00 p.m. until 8:00 a.m. Sunday through Thursday and 10:00 p.m. until 10:00 a.m. on the weekends. During final exam week, strict quiet hours are in effect 24 hours a day. During quiet hours, noise should not be heard outside a door or one door down.

Restricted Areas

Students are not allowed in the electrical service rooms, maintenance closets, boiler rooms or on the roofs of campus buildings.

Room Entry

The university reserves the right to enter a student's room for inspection or repair, disciplinary purposes or whenever there is a reasonable cause to suspect violations of university and residence life policies. University personnel will enter a student's room if there is a strong suspicion of illegal drug activity.

Room Inspections

Room inspections by the student affairs staff may be held periodically to insure compliance with community living standards and/or health and fire safety guidelines. Advance notice of these inspections will normally be given. Students whose rooms are deemed "unsanitary or a health hazard" will be given 24 hours to correct the situation or be subject to disciplinary action.

Roommate Rights

In this community, as in any other, everyone has rights and responsibilities. Problems develop when one person fulfills his or her responsibilities and another does not. Please respect the following:

- The right to read, to study and to sleep in the room with as little disturbance as possible within reason.
- The right to have personal belongings that are used by no one else.
- The right to live in a clean and orderly room.
- The right to have guests, provided they respect the rights of the roommate.
- The right to enter the room whenever one wants to, unless other provisions are made and agreed upon by both parties.
- The right to be free of physical or emotional harassment.
- The right to speak out openly.
- The right to be treated with consideration and thoughtfulness.

These rights and responsibilities apply not only to roommates but also to suitemates and others living in the building or residence halls.

Solicitation

No solicitation is permitted in the residence halls. Please report any solicitors to a member of the residence life staff or campus safety at extension 1998.

Sports in the Residence Hall Areas

Due to the potential for damage to residence hall facilities and the risk of personal injury, frisbees and basketball in the designated area will be the only activities allowed in these outside areas unless approved by the residence life coordinator. See an RA or RLC for specific details.

Storage Rooms

The university does not have the space to provide any on-campus storage. For those who need storage there are numerous storage facilities in the Atlanta area. Personal property left or abandoned on campus after the residence halls close will be thrown away. Furthermore, storage companies may only temporarily leave storage sheds/containers on campus in pre-approved areas for no more than 48 hours.

Storms, Inclement Weather

In case of strong winds or in the possibility of a tornado, students are asked to open their windows and move to the interior walls of their building or to the lower floor interior walls if time permits. Should damage occur, a residence life staff member will be on hand for directions and to contact the proper authorities.

Residents of Alumni, Jacobs and Schmidt must leave their heating units on low and their windows shut whenever the outside temperature is below freezing. This will avoid frozen pipes that may break, causing damage to personal and university property. Students failing to comply with this request will be held responsible for any damages that occur. Students should keep furniture and debris away from their heating/air-conditioning unit to maximize its performance.

Theft

The university does not assume responsibility for articles lost or stolen from rooms. Residents need to take precautions to insure, to the best of their ability, that theft does not occur. Remember to lock residence hall doors; do not loan or duplicate keys; report lost room keys as soon as possible; take valuables home over breaks. Any theft or loss should be reported to an RA or RLC and campus safety upon discovering the loss.

Trash Disposal

Please keep the campus looking attractive by placing all trash in appropriate outside containers. Upper Quad residents must take their trash to the dumpster in the upper parking lot. Residents of North and South Halls should use the trash chutes. All trash placed in the chutes must be bagged. Large items that do not fit in the chute must be carried to the dumpster in the upper parking lot. Students discarding their trash outside their rooms or littering in the Quad may face the following sanctions: community service and fines of \$25 per bag of trash. Students who continue to disregard this policy may lose their privilege to live on campus.

Visitation Hours

Upper Quad, North and South Halls: Visitation by members of the opposite sex may be permitted 24 hours per day, seven days a week with the consent of the host or hostess and his or her roommates.

Traer and Dempsey Hall: Visitation by members of the opposite sex may be permitted between 9:00 a.m. and 2:00 a.m. with the consent of the host or hostess and his or her roommates.

Guests

Residents may have overnight visitors of the same sex for a maximum of three nights with consent of the roommate. Prior notification and registration of that guest must be made with the RA. Registration of an overnight guest is necessary in the event of an emergency. We encourage you to be considerate of and to discuss any such plans with your roommate. Please remember, as a host or hostess, you are responsible for the behavior of your guests. Residents are allowed a maximum of three guests at any given time.

Escort Policy

Hosts must escort all guests at all times while on campus. All residents have responsibility for informing guests of all Oglethorpe policies and procedures and specifically community living standards. Residents are responsible for the actions of their guests.

Academic Regulations and Policies



Academic Advising

Each student consults with a member of the faculty in preparing course schedules, discussing completion of degree requirements, post-graduation plans and inquiring about any other academic matter. The student's adviser in the first year is the instructor of the Fresh Focus section which the student selects prior to initial enrollment. The faculty adviser is each student's primary point of contact with the university.

To change advisers a student must complete the following steps:

1. Ask the proposed "new" faculty adviser for permission to be added to the faculty member's advisee list.
2. Ask the current adviser to send the student file to the faculty member who has agreed to be the student's new adviser.
3. Ascertain that the new adviser has received the file and has sent an adviser change notice to the registrar.

This is the only method for changing academic advisers.

When the student decides or changes a major field, he or she should change advisers, if necessary, to a faculty member who has teaching responsibilities in that major field.

Pre-Registration and Registration

Schedule planning and course selection for all students is done online in consultation with each student's academic adviser. New students select courses with their faculty adviser during summer orientation or the official registration period that precedes the first day of classes of each semester. Returning students should make appointments to consult with their academic advisers for course selection during pre-registration week, in November for the following spring semester and in April for the following summer sessions and fall semester.

Full-time students wishing to participate in the Atlanta Regional Council for Higher Education (ARCHE) Cross Registration program (see Cross Registration below) also should select courses during the pre-registration weeks.

Cross Registration

Oglethorpe University is a member of the Atlanta Regional Council for Higher Education (ARCHE), a consortium of the 19 institutions of higher education in the greater Atlanta area. Through the consortium, full-time Oglethorpe students may enroll on a space-available basis in courses at any other member institution. The student need not be admitted to the other institution and completes all procedures, including payment of tuition, at Oglethorpe. Because of institutional deadlines, students should complete forms for cross registration during Oglethorpe's designated pre-registration week.

Courses taken at consortium institutions on a cross-registration basis will count as Oglethorpe courses for residence requirements. While grades earned through cross registration are not tabulated in grade-point averages, courses with grades of "C-" or higher count toward graduation requirements.

Interested students should consult the registrar for program details.

Drop and Add

Students who find it necessary to change their schedule by dropping or adding courses must do so by completing a drop/add form from the Registrar's Office. This form must be returned to the registrar during the drop/add period as set in the academic calendar.

Withdrawal from a Course

From the conclusion of the drop/add period through mid-semester or the middle of a summer session, changes in schedule constitute a withdrawal. The academic adviser, the instructor and the Office of Financial Aid must approve withdrawals on the appropriate form from the Registrar's Office.

Students withdrawing from a course may do so through the ninth week or two weeks after the published mid-semester date with a "W." Between the ninth and 11th weeks, the grade "W" or "WF" may be given at the discretion of the instructor. Students withdrawing after the Friday that falls on the 11th week will receive a grade of "WF." Only in the case of medical emergency, requiring a physician's letter to be submitted to the provost, or hardship may students appeal a grade of "WF." Withdrawal due to medical reasons may change a student's grades, but it has no effect on the return of tuition or room and board costs. Please see Institutional Refund Policy in the Tuition and Costs section of this *Bulletin*.

Students should note that any change of academic schedule is not official until it is filed in the registrar's office. The date the change is received in the registrar's office will be the official date for the change.

Withdrawal from the University

Students who must withdraw from the university during a semester are required to complete the appropriate withdrawal form, which is available in the registrar's office. The Office of Financial Aid must also sign approval. The date the completed withdrawal form is submitted to the registrar will be the official date for withdrawal.

In the case of an emergency departure from the campus for which withdrawal forms have not been executed, the registrar's office may verify that the student has left campus as a result of an emergency and notify instructors.

For absences of a year or more, see Readmission in the Admission section of this *Bulletin*.

Class Attendance

Regular attendance at class sessions, laboratories, examinations and official university convocations is an obligation which all students are expected to fulfill.

Faculty members set attendance policies in their course syllabi.

Grading

Faculty members submit mid-semester reports to the registrar's office on class rolls indicating Satisfactory or Unsatisfactory ("S" or "U"). These mid-semester reports are not part of the student's permanent record.

Faculty members submit letter grades at the end of each semester. These grades become part of the student's official record. Once entered, a grade may not be changed except by means of an officially executed Change of Grade form.

A student's grade-point average (GPA) is calculated in this way: It is the sum of the quality points per semester hour times the semester hours earned per grade, divided by the total number of semester hours attempted. (Attempted hours would exclude any grades of "W," "WX" or "S.")

The letter grades used at Oglethorpe are defined as follows:

Grade	Meaning	Quality Points Per Semester Hour	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	Passing	1.0	60-66
F	Failure	0.0	59 and below
FA	Failure: Excessive Absences*	0	
W	Withdrew Passing**	0	
WF	Withdrew Failing*	0	
WX	Grade Withdrawn/ Freshman Forgiveness Policy (see below)**	0	
I	Incomplete***	0	
NS	No Show**	0	
S	Satisfactory****	0	70 or higher
U	Unsatisfactory*	0	
AU	Audit (no credit)	0	

Notes:

*

Grade has same effect as an "F" on the GPA.

**

Grade has no effect on the GPA; no credit awarded.

Grade has same effect as an "F" on the GPA. If a student is unable to complete the work for a course on time for reasons of health, family tragedy or other circumstances the instructor deems appropriate, the grade "I" may be assigned. If the student completes the work within 30 days of the last day of final examinations of the semester in question, the instructor will evaluate the work and turn in a revised grade. Any "I" not

changed by the professor within 45 days of the last day of final examinations will automatically be changed to a grade of "F." Grade has no effect on the GPA; credit is awarded.

Only work completed at Oglethorpe is reflected in the Oglethorpe grade-point average.

Good Academic Standing, Probation and Academic Dismissal

To be in good academic standing students must achieve the cumulative grade-point averages specified below in relation to the number of semester hours they have completed.

Semester Hours Completed	Cumulative GPA Required
0-35	1.50
36-64	1.75
65 and above	2.00

Students who fail to achieve good standing are placed on probation.

Students who do not achieve good standing for two consecutive semesters (poor performance in summer sessions excluded) are subject to dismissal from the university for academic reasons. However, successful completion of summer classes taken at Oglethorpe may be used to achieve good academic standing.

New students, freshmen or transfer students who fail all courses during their first semester at Oglethorpe are subject to dismissal, unless the student received a "W" in all courses or had to withdraw from all courses for medical reasons.

Students who have been dismissed for academic reasons may be re-admitted after an absence of one spring or fall semester upon petition to the provost. The written petition should reference specific evidence of prospects for improved academic performance such as successful completion of courses at another school similar in academic rigor to Oglethorpe, an outstanding employment experience or a substantial change in personal circumstances. Students re-admitted by petition must achieve good standing by the end of their second semester as re-admitted students or be subject to permanent dismissal. (See also Re-activation Policy below.)

Good Academic Standing and Probation for Athletes

A student athlete loses eligibility to participate if his or her cumulative grade-point average is below 1.00 or if the student is on academic probation for a second consecutive semester. The 1.00 grade-point average minimum will be implemented fall 2006; the second and third consecutive semester standard will take effect spring 2007.

A student with a cumulative grade-point average below 1.00 may not practice, dress, play or travel with the team. A student on academic probation for the second consecutive semester may practice but may not dress, play or travel with the team. The student is eligible to play the following semester if good academic standing is attained.

If a student is placed on academic probation for three consecutive semesters, he or she loses athletic eligibility at Oglethorpe University permanently and may not practice, dress, play or travel with the team.

In the case of extenuating circumstances, the student may appeal the loss of eligibility to the provost. The burden of proof to demonstrate that acceptable academic progress is being made resides solely with the student.

Re-activation Policy

Students who leave the university whether in good academic standing or not and wish to return after an absence of one semester (fall or spring) should contact the admission office to request a re-activation form. The completed form and official transcripts from all colleges or universities attended must be submitted to be re-activated. Students who are not in good academic standing will be re-activated to the university with approval of the provost.

Repetition of Courses

Courses may be repeated only if an unsatisfactory grade (“D,” “F,” “FA” or “WF”) was received in the course. When a course is repeated, both grades are calculated into the student’s grade-point average, but no additional semester hours of credit are earned.

Freshman Forgiveness Policy

During a student’s freshman and sophomore years at Oglethorpe, a single “F” per semester will be removed from the student’s transcript if in the following semester the student earns a 2.0 grade-point average. For purposes of this policy, a semester is defined as 12 or more semester hours at Oglethorpe. A form requesting removal of the “F” may be obtained from the registrar’s office. It must be signed and approved by the student’s academic adviser and returned to the registrar.

Independent Study Policy

An independent study requires submission of a proposed and detailed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and either the associate provost or the provost. Junior standing (at least 64 credit hours earned) and a grade-point average of 3.0 or better are required. A student may take no more than two independent studies at Oglethorpe and no request should duplicate a course that exists in the curriculum. The instructor who agrees to direct the independent study should be a full-time member of the faculty; directing more than one independent study in any given semester requires approval by the provost. A request form may be obtained from the registrar’s office. That, along with the required signatures should be submitted to the registrar’s office **no later than the second day of classes of the semester of study.**

Course Substitutions

Requests for course substitutions for students with documented disabilities are handled on a case-by-case basis. The learning resources director will present the student’s request to the Academic Program Committee. The petition should state the specific accommodation requested and a rationale. The petition must be presented to the committee no later than the last regular meeting of the semester prior to when the course would be taken. See the Learning Resources Center in the Educational Enrichment section of this *Bulletin*.

Satisfactory/Unsatisfactory Option

After 32 semester hours are earned at Oglethorpe a student in good academic standing may register to take two courses (in addition to internships) on a satisfactory/unsatisfactory basis. These courses cannot be taken in the same semester and cannot be used to satisfy proficiency requirements, core requirements or the student's major or minor. The student must register for the satisfactory/unsatisfactory designation by the end of the drop/add period after which the satisfactory/unsatisfactory designation cannot be changed. Satisfactory is defined as a "C-" or better.

Final Examinations

Final examinations, up to three hours in length, generally are given in courses at the end of each semester or session. The final examination schedule is compiled in the registrar's office and is printed in each semester's course schedule. (Final examinations in the summer are held on the last day of each session.) Final examinations must be given at the assigned date and time.

No final examinations may be administered during the last scheduled class meeting of the semester or during the reading period prior to the first day of scheduled final examinations. If special arrangements are needed for individual students, faculty members must inform their division chair. (Regular course tests may not be given on the last day of classes or be scheduled on the reading day.)

No student help is to be used for typing or grading examinations.

Grade Appeal Policy

If a student believes that a course grade has been assigned in a capricious or prejudicial manner, he or she may appeal the grade through the following steps:

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in a capricious or prejudicial manner.
2. The instructor changes the grade or replies in writing explaining why the extant grade is appropriate.
3. If the student is not satisfied with the explanation, he or she may submit the written appeal and response to the appropriate division chair, who asks two faculty members with suitable experience in appropriate disciplines to serve with the division chair as a ruling committee. If the instructor is a division chair, the senior faculty member in the division will serve in place of the chair. The ruling committee receives all written materials relevant to the case and may request additional information. If the committee rules in favor of the instructor, written notification is given both to the instructor and to the student and there is no further appeal. If the committee rules in favor of the student, the chair advises the instructor to reconsider the grade. If the instructor refuses to change the grade, the ruling committee may submit a written recommendation for a grade change to the provost, whose final decision will be based on a review of the materials that have been submitted and the process that has been followed.

The entire process must be initiated within 30 days of the first day of classes in the semester immediately following the assignment of the grade and must be completed by the end of that semester.

Auditing Courses

Regularly admitted Oglethorpe students may register for courses on an “audit” basis. A student who audits a course may attend it for enrichment but is not required to take course examinations or complete other course requirements. In order to audit a course, an admitted student must request an audit form from the registrar’s office and submit it to the instructor of the course he or she intends to audit. If the class is not closed, the instructor may accept the student as an audit by returning the signed form to the registrar’s office. 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 as printed in the course schedule. The fees for auditing courses are published by the business office.

Dean’s List

Students who earn a semester grade-point average of 3.5 or higher while carrying 12 semester hours or more during the fall or spring semester or during the summer sessions are placed on the Dean’s Academic Honors List.

Graduation Requirements

To earn a baccalaureate degree from the university the following requirements must be met:

1. Completion of a minimum of 128 semester hours and a cumulative grade-point average of 2.0 or higher on Oglethorpe course work. No more than four semester hours earned in Team Teaching for Critical Thinking are permitted to count toward the 128 semester hour requirement.
2. Completion at Oglethorpe of 52 of the last 64 semester hours of course credit immediately preceding graduation. Courses taken at Atlanta Regional Council for Higher Education institutions on a cross-registration basis (with prior approval of the faculty adviser) and courses in an approved study abroad program (with prior approval of the director of study abroad) count as Oglethorpe courses for the purpose of meeting this residency requirement.
3. Satisfaction of core requirements and major field or dual degree requirements (see appropriate disciplinary headings for descriptions). Completion at Oglethorpe of at least half the semester hours for each major.
4. Submission of an application for graduation to the registrar’s office by mid-October prior to completion of degree requirements the following December, May or August.
5. Satisfaction of all financial and other obligations to the university and payment of a degree completion fee.
6. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
7. Formal faculty and Board of Trustees approval for graduation.

Graduation Exercises

Graduation exercises are held once a year at the close of the spring semester in May. Diplomas are awarded at the close of the spring semester during commencement and at the close of the summer and fall semesters. Students must have completed all graduation requirements in

order to participate in graduation exercises. An exception will be allowed for a student who has completed all graduation requirements except for a maximum of two courses totaling no more than 12 semester hours. Students completing requirements at the end of summer or fall are encouraged to participate in the following spring graduation exercises.

Degrees with Latin Academic Honors

Undergraduate degrees with Latin academic honors are awarded as follows: *cum laude* for a cumulative grade-point average of 3.5 or higher; *magna cum laude* for 3.7 or higher; *summa cum laude* for 3.9 or higher. To be eligible for Latin academic honors, students must have completed 64 or more semester hours in residence at Oglethorpe.

Transfer work is not included in the determination for Latin academic honors.

Degrees with Honors Thesis

Please see the Honors Program in the Educational Enrichment section of this *Bulletin*.

Double Major Policy

A student may earn a double major subject to the following conditions:

1. The student must meet all requirements of both majors.
2. The student may count no more than three of the courses taken to meet the major requirements of one of the fields toward meeting the major requirements of the other field.
3. The transcript will list both majors. In case both majors result in the same degree, that degree will be awarded.
4. In case the two majors result in different degrees, the student will receive only one degree, that being the student's choice of the two degree designations.

Earning a Second Add-On Major

Students who have been awarded an Oglethorpe baccalaureate degree may return to earn a second major within that degree at the university. Upon completion of the requirements, the second major will be entered on the student's record and transcript. No diploma will be awarded when the second major is within the degree already awarded. The requirements are:

1. Completion of an additional 32 semester hours of which a minimum of 16 must be completed at Oglethorpe.
2. Maintenance of a 2.0 or higher cumulative grade-point average.
3. Completion of a major other than the major(s) completed at the time the first degree was awarded, subject to the first two conditions listed above under the Double Major Policy.

Earning a Second Baccalaureate Degree

Students who have completed a baccalaureate degree may be awarded a second and different baccalaureate degree. Upon completion of the requirements, the student's record and transcript will reflect the conferring of a second degree and a diploma will be awarded.

For students who earned their first baccalaureate degree at Oglethorpe, the same requirements listed above under Earning a Second Add-On Major apply.

For students who have earned their first baccalaureate degree at another institution, this degree is treated as transfer credit. Up to a maximum of 80 semester hours may be accepted at Oglethorpe. The requirements for the second degree are:

1. Satisfaction of Oglethorpe core requirements.
2. Completion of a minimum of 48 semester hours at Oglethorpe.
3. Maintenance of a 2.0 or higher cumulative grade-point average.
4. Completion of a major other than the major(s) completed at the time the first degree was awarded.

All transfer and regulation policies stated in the Admission section of this *Bulletin* apply.

Student Classification

For administrative and other official and extra-official purposes, undergraduate students are classified according to the number of semester hours successfully completed. Classification is as follows: 0 to 32 hours - freshman; 33 to 64 hours - sophomore; 65 to 96 hours - junior; 97 hours and above - senior.

Normal Academic Load

Two semesters - fall and spring - constitute the regular academic year; two sessions are offered in the summer.

While courses of one to five semester hours are offered each semester, a full-time academic program at Oglethorpe consists of no less than three regular four semester hour courses each semester or a minimum of 12 semester hours. Generally four courses are taken, giving the student a total of 16-18 semester hours, with a maximum of 18 hours allowed as part of the regular full-time program. This includes any cross-registered courses.

Students may take up to four academic courses and one additional one-hour course as part of a regular load without special permission, even if the total hours exceed 18. An academic course is defined for these purposes as a four-hour course, a five-hour laboratory science or a four-hour science lecture with accompanying one-hour laboratory.

A student whose academic load exceeds 18 hours as a result of taking five academic courses, an internship or multiple additional one-hour courses must obtain overload permission. Such overloads are allowed for students with junior standing and a minimum grade-point average of 3.5, unless the overload is due to internship hours, otherwise a 3.0 grade-point average. Overloads resulting from University Singers and Team Teaching for Critical Thinking do not require provost approval. A request form may be obtained from the registrar's office and requires signed approval by the student's adviser and the provost.

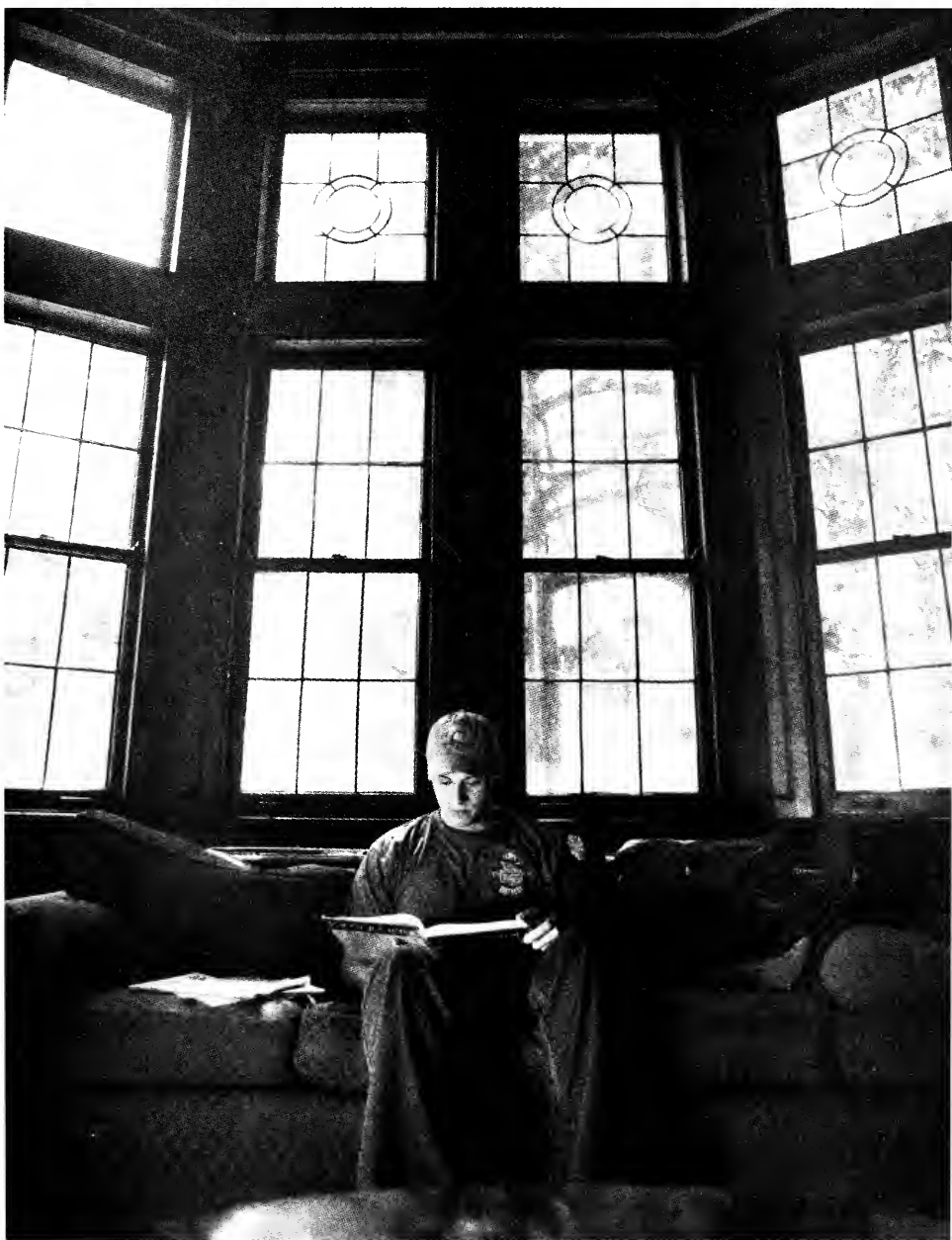
During the summer a student will be permitted to take no more than eight hours in any five-week session (nine hours if one of the courses is a five-hour laboratory science course). Thus, a student will be limited to a maximum of two four-hour courses, plus one hour of Applied Instruction in Music, in a five-week session or to a load of one four-hour course and one five-hour combination of course and accompanying laboratory. Or, to a maximum of one four-hour course in a five-week session while simultaneously enrolled in a maximum of two three-hour courses in an eight-week session. The student should be cautioned that these maximum limits represent course loads that are approximately 50% greater than the ceiling of 18 hours during the regular academic year. Successful completion of such a load will require a correspondingly greater effort on the part of the student.

Course Level

In the Programs of Study section of this *Bulletin*, disciplines and majors are listed alphabetically. Respective courses under each major are designated by a prefix that identifies the discipline and a three-digit number. The first digit indicates the level of the course: 1 = freshman level, 2 = sophomore level, 3 = junior level and 4 = senior level. (A 5 or 6 typically denotes a graduate-level course.) Higher-level courses in a discipline are typically designed to build upon the content of lower-level courses in that discipline and other specified prerequisite courses.

The number of hours refers to the semester hours of college credit per semester, which are earned by the successful completion of the course.

Oglethorpe Honor Code



1. Preamble

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The Honor Code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be broken.

The students and faculty of Oglethorpe University expect each other to be truthful in the academic endeavor they share. Members of the faculty assume that students complete work honestly and act toward them in ways consistent with that assumption. Students are expected to behave honorably in their academic work and are required to insist on honest behavior from their peers. Students who suspect that dishonorable conduct has occurred must report any suspected violations to the Honor Council. Failure to report a suspected Honor Code violation itself constitutes a violation of the Code of Student Conduct.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the university and allow us to begin practicing the honorable, self-governed lives expected of society's leaders.

2. Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) _____

It will be the responsibility of the student to provide these pledges by either attaching them on a separate sheet of paper or typing them as part of the assignment. In the case of work submitted electronically, either an electronic signature or a pledge on a separate sheet should be provided by the student. The instructor should also remind the class to sign the pledge. The pledge serves as an affirmation of the students' and instructors' belief in the principles of the Honor Code. Students should not consider their work to be complete without the pledge.

Instructors should include a statement concerning the Honor Code in their syllabi indicating that all work in the course is subject to the terms of the Honor Code. Failure to sign the pledge or failure of an instructor to remind students to sign the pledge in no way relieves either students or faculty members of their responsibilities under the code.

3. Faculty

Since it is assumed that students act according to their pledge, faculty abstain from any practices whose purpose is to ascertain that students have been dishonest unless there is a compelling reason to believe that cheating has taken place. Instructors should invite their students to discuss with them actions or policies that appear to be at variance with the assumption of honesty.

4. Jurisdiction

All courses offered by the university for academic credit are covered by the Honor Code, and all cases of suspected academic dishonesty will be handled in accordance to its provisions. The Honor Council has sole jurisdiction in matters of suspected academic dishonesty. It is the responsibility of faculty members to make clear how the Honor Code applies in specific courses and to follow appropriate procedures. Alternative ways of dealing with cases are not to be used. In cases of academic dishonesty on the part of students, the Honor Council is the final arbiter. In cases where a faculty member engages in practices that seem to be contrary to the

Honor Code, the Honor Council will refer such cases to the provost. The jurisdiction of the Honor Council does not extend to matters of either faculty discipline or non-academic student conduct.

5. Definitions

The following definitions shall be considered as authoritative for the framing of charges. Faculty members should include these definitions in their syllabi and provide students with clear explanations of what does and does not constitute “authorized” aid. Students are likewise obligated to ensure that their work is free from suspicion of cheating or plagiarism as these terms are defined below. The absence of the definitions or of explanatory discussion in syllabi in no way relieves students of their responsibilities under the code.

5.1. Cheating

Cheating is defined as:

- a. The unauthorized possession or use of notes, texts or other such materials during an examination.
- b. Copying another person’s work or participation in such an effort.
- c. An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.

Students have the responsibility of avoiding participation in cheating incidents by doing their own work, taking precautions against others copying their work and in general not giving or receiving aid beyond what is authorized by the instructor.

5.2. Plagiarism

Plagiarism includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials, including material taken off the internet or other electronic sources, used in the preparation of reports, papers and other coursework.

6. Honor Council

6.1 Composition

At the beginning of each academic year, students and faculty members will be selected to serve on the Honor Council. The secretary of the council will convene the new Honor Council as soon as is convenient after the selection process is complete. At the first meeting, new members will be instructed in procedure. When a case comes forward, the secretary will constitute an honor council made up of five students and two faculty members, called from the pool of students and faculty members selected according to the provisions in section 6.4. The composition of the council shall be one sophomore, two juniors, two seniors, two faculty members (one of whom must be in the second year of his or her term) and one secretary of the council (associate provost or designated senior faculty member).

Any students or faculty members who have not sat on a particular case will be eligible to hear appeals of that case (cf. Section 8 below).

At the end of each academic year, the council will meet and, after review of the cases heard in the previous year, make recommendations for changes in procedure or possible amendments to the code. The secretary of the council will make a formal report along with any recommendations at the March faculty meeting.

6.2. Quorum

Five members constitute a quorum.

6.3. Officers

The officers of the council will be a presiding officer, a student, preferably a senior, elected by the students on the council, and a secretary, associate provost or designated senior faculty member.

6.3.1. Presiding Officer

The presiding officer will read the charge and direct the questioning of the suspect and witnesses and generally maintain order during the hearing.

6.3.2. Secretary of the Council

The secretary will have responsibility for calling the Honor Council, scheduling the hearing, contacting the suspect and witnesses and maintaining and written record of the hearings. After the hearing is completed, the secretary will inform the suspect of the outcome and make the appropriate reports to the faculty member involved, the provost, the registrar and, if necessary, the dean of students.

The secretary will present a report to the faculty at the March faculty meeting, discussing the cases that have come forward in the previous 12 months and indicating any suggested revisions to the code, to be voted on by the faculty.

6.4. Selection

6.4.1. Student Members

Student members of the council will be elected by their peers in a general election held at the beginning of each school year. A student may nominate another student or submit his or her name for candidacy. All full-time traditional and evening degree program students are eligible for election. Elections will be held no later than September 15. Throughout the course of the year, any student who has been elected may be called by the secretary to hear cases or appeals.

Outgoing student members will help to orient incoming students in the principles and practice of the Honor Code during freshman orientation. Current members will assist in the orientation of new and transfer students in the spring.

6.4.2. Faculty Members

Each year the director of institutional research will select three faculty members at random for two-year terms. All full-time tenure-track or tenured faculty members are eligible for selection. Only faculty members who have completed their second year review will be eligible to serve.

The faculty members on the council will help with the orientation of new faculty in explaining the principles and practice of the Honor Code.

6.4.3. Service Mandatory Except under Special Circumstances

As members of the Oglethorpe University community, all students and faculty members are obligated to serve on the Honor Council. Exemptions will be granted only under special circumstances at the discretion of the secretary. On any given case, Honor Council members may decline to serve when they believe that personal interests might interfere with their impartiality in deciding the case.

Refusal on the part of students to serve will be considered a violation of the Code of Student Conduct. Refusal of faculty members to serve will be dealt with by the provost.

6.5 Fall and Spring Terms

Formation of the council will be completed in the fall by September 15. The terms are for fall and spring semesters. If a council member does not return for spring semester the provost may select a student or faculty member to fill any unexpired term.

6.6 Summer Term

The Honor Council will continue to perform its duties through the summer term. Its student members will be randomly selected from those students who served during the regular academic year and who attend summer term. Any appeals of Honor Council actions will be deferred until the beginning of the fall term, following the procedures in Section 8. Vacancies will be filled by new random selections after pre-registration for summer and fall semesters.

The terms of faculty members extend through the summer. The provost will fill any vacancies with selections from the full-time faculty teaching in the summer session.

7. Procedures

7.1 Reporting

It is the responsibility of all students and faculty to report suspected violations of the Honor Code. Students may report either to the professor of the class in which the suspected violation occurred, to the secretary, the office of the provost or the office of student affairs. Forms for reported violations will be included in orientation materials and *The Faculty Handbook*, and will also be available online. A signed form in the hands of the secretary constitutes a report of a suspected violation.

Failure to report a case of suspected cheating either to the professor or to the secretary may be considered to constitute a breach of the Code of Student Conduct under Section B. Such cases should be referred to the chief conduct officer.

7.2 Preliminary Investigation

Upon receiving a report of a suspected violation, the secretary shall inform the professor in the class, the presiding officer of the council, and the alleged offender. The officers and the ranking faculty member constitute an investigatory panel which will conduct a preliminary investigation to ascertain whether or not there is sufficient evidence to warrant a hearing. If the investigatory panel does not think there is sufficient evidence to warrant a hearing, the professor has the right to request a review of the evidence by the full council. If the full council feels the evidence sufficiently compelling, the hearing may proceed.

If the panel decides that the evidence does warrant a hearing, the suspected offender will be asked to meet with the members of the investigatory panel in a preliminary hearing. At that time, the panel will present the evidence to the suspected offender and ask the latter to enter a plea in writing. Should the suspected offender choose to plead guilty, he or she will thereby waive any right to a subsequent hearing by the full council and acknowledges his or her willingness to accept whatever sanctions the council should decide to impose.

In cases where the student has admitted to violating the Honor Code, the professor is still required to submit a written report with documentation to the secretary. In all cases, regardless of the plea entered, the investigatory panel will decide whether or not to convene a hearing. The Honor Council as a whole will assess the appropriate penalty, whether a hearing is held or not.

Should the suspected offender fail to answer the summons of the investigatory panel within five business days, the members of the panel may recommend a hearing In Absentia.

Anyone reporting a suspected violation remains anonymous to all except the investigatory

panel until it is determined that a hearing will be held. Then the person reporting the violation will appear at the hearing in the presence of the alleged offender.

7.3. Hearing

7.3.1. Rights of the Accused

- a. The right to be notified of having been charged with violating the Honor Code as expeditiously as possible (and, in any event, within three business days) once the investigatory panel has determined that a hearing should occur.
- b. Upon being charged by the investigatory panel, the right to a hearing within the following 10 business days.
- c. The right to be accompanied by two advisers from the university community. In cases where English is not the first language of the accused, the following exception to this rule may be made. The accused may request in writing to be allowed to bring a translator or interpreter to the hearing. The translator or interpreter must meet all other stipulations in the Honor Code procedures. The advisers may act on behalf of the accused in all matters of procedure, such as cross-examination, calling witnesses, etc.
- d. The right to enter a plea.
- e. The right during the hearing to offer opening and closing statements, cross-examine witnesses, call material witnesses and no more than two non-material (character) witnesses.
- f. The right to be present, together with advisers, during the entirety of the hearing. Disruptive behavior may result in expulsion from the hearing, at the discretion of the presiding officer.
- g. The right to challenge the impartiality of any specific member of the council providing that such charges can be substantiated.
- h. The right to a copy of the minutes of the proceedings.
- i. In the event of a not-guilty verdict, the right to be free from being charged twice for the same incident.
- j. The right to attend any and all university classes, events and functions prior to a verdict.
- k. The right to separate hearings for joint alleged offenses.
- l. Under certain circumstances, the right to appeal an adverse decision. Procedures and criteria relating to appeals are specified in section 8.
- m. The right to absolute confidentiality of all participants.

7.3.2. Rights Listed Not Exhaustive

The rights listed in Section 7.3.1 shall not be construed as exhaustive.

7.3.3. Rights Not Accorded

- a. Formal rules of evidence shall not be in effect. All pertinent matters shall be admitted into evidence, including circumstantial evidence and hearsay, the value of which shall be weighted accordingly.
- b. The defendant does not have the right to be represented by professional legal counsel during the hearing. Outside experts may also not be used.
- c. Affidavits are not admissible under any circumstances.
- d. Any evidence that the accused or any party acting on his or her behalf has threatened, accosted or otherwise intimidated his or her accuser or any adverse witness prior to the hearing shall be admissible evidence and shall be construed

as a most serious breach of conduct, punishable according to section B of the Oglethorpe Code of Student Conduct.

- e. While the Honor Council should, under section 7.3.1.a, inform the accused of any suspected violations, the Council reserves the right to investigate any additional violations that may come to light during the hearing. These would include, but not be limited to, evidence of continuing subversion and multiple infractions.
- f. The Honor Council reserves the right not to grant extensions on hearing dates beyond the 10 business days indicated in section 7.3.1.b.

7.3.4. Evidence and Witnesses

- a. Upon receipt of a call for a hearing by the investigatory panel, the secretary shall summon any and all witnesses.
- b. It will be the responsibility of the accused to summon witnesses to testify on his or her behalf.
- c. Non-material (character) witnesses shall be limited to two.
- d. The accused may have two advisers from the university community, either students, staff or faculty members.
- e. The accused or his or her advisers may question witnesses and have the right to cross-examination.
- f. A witness shall not be present during the testimony of other witnesses.

7.3.5. Failure to Appear

Should a student who has been charged with a violation of the Honor Code according to section 7.2 fail to appear for the hearing at the scheduled day and time, the Honor Council may decide to continue with the hearing and issue a verdict In Absentia. Such verdict will be binding as if the accused were present.

Any student summoned as a witness who fails to attend the hearing may be subject to prosecution under Section B of the Oglethorpe Code of Student Conduct. Should a faculty or staff member fail to answer a summons from the Honor Council, such cases should be referred to the provost.

7.3.6. Specification of Offense

By the end of the hearing, the council will have found the accused to be either innocent or guilty of one of the following offenses:

1. Academic dishonesty, including willful cheating on a single assignment.
This would include:
 - a: Copying answers from another student.
 - b: Using unauthorized sources, such as notes or books.
 - c: Plagiarism.
 - d: Providing unauthorized aid to a student in the same course.
2. A continuing pattern of subversion of the system. This would include:
 - a: Multiple acts of academic dishonesty by a single individual.
 - b: Providing aid to another student while not enrolled in the class in which the act of dishonesty occurs.

Where the Honor Council is unable to assign an appropriate penalty, following the limits of its jurisdiction, such cases should immediately be referred to the provost or chief conduct officer as appropriate.

7.3.7. Voting

Voting of the Honor Council shall be by secret ballot. Ballots will be counted by the presiding officer.

7.4. Penalties

If the council determines that a student has committed one of the offenses listed in Section 7.3.6, it may assess the following penalties according to the severity of the offense:

1. F on the assignment
2. F in the course
3. Suspension for the next full semester
4. Expulsion with the right to reapply after one academic year
5. Permanent expulsion from Oglethorpe University

The first three penalties are recommended in cases of academic dishonesty. The first penalty is recommended in cases where the scale of cheating or plagiarism is minimal. This would include copying some, but not all, answers from another student or a paper where plagiarized material constitutes no more than one-fifth of the total word count. The second would apply where a student has copied or plagiarized extensively or where the incident required a degree of preparation before hand, such as downloading entire papers or preparing cheat sheets before an exam. The third is recommended in cases where a student has given aid while not enrolled. In all cases, the Honor Council is free to apply whichever of the penalties listed above seems fit, except where a student has been found guilty of a second offense. The penalty for any second offense shall be expulsion.

7.5 Reporting of Verdict

If the Honor Council determines that a student has violated the Honor Code, the student will be informed immediately. The secretary shall also inform the provost, the professor, the chair of the division in which the violation occurred, the student's academic adviser and the registrar of the council's decision including any penalties within the next two business days.

Faculty members are expected to abide by the decision of the Honor Council regarding penalties assessed. If a case has not been resolved by the time that final grades are due, the instructor should issue a grade of I (incomplete) indicating on the grade roll that the case is pending before the Honor Council. Under no circumstances should instructors impose any grading penalties prior to notification of the results of the hearing or at variance with the decision of the council.

7.6 Records

The secretary shall keep minutes of all meetings of the investigatory panel, preliminary hearings and final hearings. Minutes and material evidence from previous cases will be available to the members of the Honor Council for review in considering future cases.

8. Appeals

8.1. Grounds for Appeal

A student who has been found guilty of violating the Honor Code by the Honor Council has the right to appeal the decision to the provost. The appeal must be made in writing within three business days of notification of the Honor Council's decision. Appeals may be granted under the following circumstances:

- a: If the Honor Council deviated substantially from the rules and procedures laid out in the Honor Code in determining the case.
- b: If there is additional evidence that could have a bearing on the outcome of the case.

8.2 Jurisdiction

Following submission of an appeal, the provost will summon a review board which will examine the appeal and decide whether a new hearing is warranted.

8.3 Review Board

The review board will be made up of two faculty members who have most recently completed terms on the Honor Council.

8.4. Procedures

If the review board determines that a new hearing is warranted according to the stipulations in section 8.1, the secretary will convene an appeal hearing. The appeal will be heard by a special appeals council made up of the members of the review board along with five students (one sophomore, two juniors and two seniors) chosen from the existing pool who had not heard the original case. The secretary shall record the proceedings of the hearings. Procedures for the appeals hearing shall be the same as those in section 7.3.

8.5. Results of Appeal

The appeals council may decide either to uphold or overturn the decision of the Honor Council. If the verdict is overturned, the secretary should inform the provost, professor and registrar of the results of the appeal. Any person acquitted on appeal may not be charged a second time for the same offense. If the appeals council decides to uphold the original ruling, no further appeals may be granted.

Educational Enrichment



First-Year Experience

Oglethorpe University's faculty and student affairs staff work together to coordinate academic offerings and student services in order to create a first-year experience that is welcoming, supportive and challenging. This integrated program is committed to encouraging first-year students to succeed.

Major features of the first-year experience include the course Fresh Focus, the freshman advising program, a two-semester core course in humanities, programs in the residence halls, the tutoring services of the Writing Center, disability services in the Learning Resources Center and a coordinated intervention process for assisting students in trouble.

FOC 101. Fresh Focus1 hour

This class, required for all entering students, is a group-oriented course involving upper-class students and faculty. Students select a class from among numerous topics with experiential and interactive as well as academic features. The faculty instructor serves as the student's academic adviser during his or her first semester. The first meeting of each group of students is during fall orientation, and continues thereafter twice weekly for the first half of the semester to pursue their chosen topic and share related experiences. During the same period new students will also attend occasional workshops on aspects of leadership, health and wellness, careers, skills for academic success and open houses in the academic divisions. Graded on a satisfactory/unsatisfactory basis.

FOC 201. Team Teaching for Critical Thinking.....1 hour

Upper-class student mentors assist faculty instructors in planning and teaching the special topics sessions of Fresh Focus or other freshman-level courses. They participate in training meetings prior to the beginning of the course, communicate with entering freshmen over the summer, attend all classes in their Fresh Focus section and assist with the advising of freshmen throughout their first year. Graded on a satisfactory/unsatisfactory basis. Prerequisite: permission of the instructor.

Sophomore Choices

Students in their second, third and fourth semesters of college are encouraged to participate in Sophomore Choices. This seminar is designed to introduce students to a model for career decision making that is useful throughout life. Informational interviewing and visits to Atlanta workplaces allow students to learn about particular occupations or career fields of interest and to begin to make career connections in the community. These experiences may help students as they select courses, majors and minors and internships.

CHO 101. Sophomore Choices.....1 hour

During this six-week career exploration seminar, students complete interest and personality assessments, learn how to find information about different careers and develop interviewing, networking and résumé-writing skills. Students then conduct informational interviews with professionals in their fields of interest. Graded on a satisfactory/unsatisfactory basis.

Senior Transitions

In the liberal arts environment, students gain a broad education with essential communication and critical thinking skills. Students do not learn generally how to communicate

those skills to potential employers or graduate schools. Oglethorpe, however, makes a commitment to helping students reap the life-long benefits of their education. Sophomore Choices is a career decision-making class designed to help students begin planning their careers and includes résumé writing and informational interviewing. Senior Transitions picks up where Sophomore Choices leaves off and teaches the skills necessary to implement the career decision.

SEN 401. Senior Transitions1 hour

This course is designed to prepare students for a successful transition to life after college. A successful career requires effective, informed planning. Topics will include industry and employer research, job searching, interviewing, networking, salary negotiation and more. A special focus will be designed for students considering graduate school. Students will leave the course with a spotless résumé, cover letter samples, fine-tuned interview skills and a plan for landing a job or graduate school acceptance. Graded on a satisfactory/unsatisfactory basis.

SEN 402. Personal Financial Education2 hours

This course is designed to prepare students for a successful transition to life after college. The course will focus on financial planning and education. It will cover topics such as employer benefits, money management, debt reduction, tax return preparation, insurance, large asset purchases and investing. Graded on a satisfactory/unsatisfactory basis. This course is also cross listed as ACC 430.

The Writing Center

The Oglethorpe University Writing Center provides Oglethorpe students with confidential and personal assistance with any written assignment for their courses or their professional development at no additional cost. Peer tutors are trained to be responsive to a student's particular needs, to help him or her identify strengths and weaknesses in his or her writing and to help build his or her confidence in academic and creative writing as they adjust to Oglethorpe's academic culture. The goal of the center is to help students become better, more confident and more effective writers and students. The Writing Center can also assist students with study skills and tutoring in other subject areas.

The Writing Center, operated on a drop-in basis, is located on the second floor of the Weltner Library in the Gabbard Room. It is open Monday through Thursday from 10:00 a.m. to 8:00 p.m. Writing consultations can be from five to 30 minutes long, and students can come in with a specific request or focus, or they can simply ask for feedback.

Disability Programs and Services

It is the policy of Oglethorpe 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 (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973 and other pertinent federal, state and local disability anti-discrimination laws.

Oglethorpe will provide persons with disabilities an equal opportunity to participate in and benefit from programs and services as afforded to other individuals. This is done in the most integrated setting appropriate to the needs of the individual with a disability.

Where readily achievable, architectural and communication barriers will be removed. New structures will comply fully with all accessibility requirements. Alterations will comply to the maximum extent feasible. Oglethorpe will make available auxiliary aids and services, as appropriate

to the individual and required by the ADA, at no cost to the individual, provided that such auxiliary aids and services do not require significant difficulty or expense.

Oglethorpe does not discriminate against any person who is related to or associated with a person with a disability. Oglethorpe will comply with any federal, state or local laws that provide individuals with disabilities greater protection and take other actions necessary to ensure equal opportunity for persons with disabilities.

This policy applies to the goods, services, privileges, advantages and accommodations offered by Oglethorpe either directly or through contractual, licensing or other arrangements. This policy is neither exhaustive nor exclusive.

Reasonable accommodations will be made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available assistance, register for services and establish their needs.

Learning Resources Center

The Learning Resources Center (LRC) provides individualized services at no additional cost for students with disabilities. This program ensures that these students have an opportunity to participate fully in the Oglethorpe experience. Students must meet established university admission requirements and program technical standards. Qualified students must submit comprehensive professional documentation that meets the established criteria for accepting evaluations. Students approved for services are provided appropriate accommodations and academic adjustments. Students without documented disabilities who are experiencing learning difficulties may participate in LRC skills-building courses, workshops and seminars as appropriate.

The LRC is located in the Weltner Library 24-Hour Room. The learning resources director acts as liaison and referral between the student with a disability and faculty members, Writing Center tutors and other campus programs. For additional information visit www.oglethorpe.edu (keyword: LRC).

Experiential Education

Oglethorpe University provides valuable learning experiences outside of the traditional classroom setting, including volunteer opportunities, service learning and career-related programs.

Internships provide practical experience to complement the academic program, as well as give students the opportunity to solidify career decisions, gain work experience and provide service to the community in their fields of interest. More than half of college students nationwide complete internships, making the experience an essential credential for competition in the current job market.

Internships are available in a large variety of local businesses and organizations representing most academic majors and potential career fields. Oglethorpe students have recently completed internships at The Carter Center, CNN, Georgia-Pacific, Atlanta Magazine, Zoo Atlanta, the Atlanta History Center and the Georgia State Legislature, to name a few. In addition to these Atlanta-based internships, Oglethorpe maintains resources and affiliations for nationwide opportunities, such as the Washington (D.C.) Center.

Internships are available in most majors for students who demonstrate a clear understanding of goals they wish to accomplish in the experience and possess the necessary academic and personal background to accomplish these goals. Sophomores, juniors and seniors with a minimum grade-point average of 2.0 qualify to apply for internships. Transfer students must complete one semester at Oglethorpe prior to participation. Every internship requires a statement of objectives and academic requirements, in addition to related academic assignments, developed in consultation with the student's internship faculty supervisor. Upon successful completion of the

internship, the student is awarded academic credit (graded on a satisfactory/unsatisfactory basis) in recognition of the learning value of the experience.

Students may apply for a maximum of 16 semester hours of internship credit toward their degree, with approval from their academic adviser and the experiential education committee. Students seeking more than four semester hours must submit an appeal form to the career services office indicating why the internship exceeds the normal number of hours and outlining additional projects in which the student will participate. Students desiring academic credit must register for the internship before the end of the drop/add period of the semester in question. Students who wish to engage in internships on a voluntary basis do not need to apply for academic credit; however, they should follow the same basic internship guidelines.

Students who are interested in an internship should first consult with their faculty adviser and then visit the career services office in the Emerson Student Center.

Career Services

The career services office provides resources to assist students in making responsible decisions and strategies regarding career options and job search plans. These resources include a career library with information available from books, a computer and videotapes on occupations, the job search and prospective employers. The Myers-Briggs Type Indicator and Strong Interest Inventory personality and career assessment tests are also available to students in an easily accessible online version. Both tests provide suggestions about environment and work style preferences as well as industries and job titles for further exploration. Other job search programs are available to explore options and employers that match individual career interests. Workshops on résumé writing, interviewing and job search techniques are presented each semester to prepare students for the workplace.

In addition, a number of prospective employers send recruiters to the campus each year for the purpose of conducting on-campus interviews. Current information on permanent, summer and part-time job opportunities is made available to students and alumni in the career library.

Students can search and apply for internship and career opportunities and register for programs through the university's online recruiting system. The career services office also coordinates student volunteer projects including volunteer fairs, public service projects and an alternative spring break program each year. More information about services offered through the department can be accessed online at www.oglethorpe.edu (keyword: career services).

Honors Program

All students at Oglethorpe University 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. Students in 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. The Honors Program allows students to forge closer relations with peers and faculty from various disciplines who have different interests, but share a common enthusiasm for learning, while developing their own interests and initiative.

Students are invited to learn about the features and requirements of the Honors Program through the first-year, first-semester seminars as well as through other informational programs. Interested students should then apply for admission to the program as early as the end of their first year and no later than the end of their second semester sophomore year. A grade-point average of 3.3 is required to participate in the second phase (HON 201) seminars. For 300- and 400-level

honors courses, students must maintain a grade-point average of 3.3, with a 3.5 grade-point average required in the academic field in which the honors research is to be conducted.

Students enrolled in the Honors Program receive priority registration as well as the possibility of applying for funds to facilitate thesis research the summer prior to their senior year. Academic honors earned through the Honors Program are recognized at commencement exercises, on the student's diploma and on the student's transcript of grades.

Honors Program Components and Timeline

The eight-semester program is organized in three phases, the first consisting of one-semester hour seminars (HON 101), graded on a satisfactory/unsatisfactory basis, for first year students introducing them to the Honors Program and the practice of collaborative learning.

The second phase focuses on scholarship in breadth and communication with people whose interests may be outside one's own area of interest and expertise. Students formally enrolled in the Honors Program participate in two one-semester hour seminars (HON 201), each overseen by two faculty members from substantively and conceptually different academic disciplines. (A freshman taking Honors Seminar in the spring immediately following Introduction to Honors in the fall must have permission of the honors program director.) These seminars are built around the interests of the students, who are equal partners in directing the content of the seminars and the central questions which inform them. Students carry out research relevant to the topic, writing and presenting thoughts, analysis and findings related to the seminar. Students practice and refine many of the skills and techniques necessary for the third phase of the Honors Program. Note that students who elect to enter the Honors Program later in their scholastic careers must still take these two seminars at some point.

The third phase focuses on in-depth scholarship and effective communication of the results of that scholarship to people in the field of study, as well as those outside it, through honors students pursuing an original independent research project under the close supervision of a faculty mentor. This phase begins with the drafting of a research prospectus in the student's third year and culminates in the production of an honors thesis (or project) in their final year.

During the fall semester of the junior year, the student secures a thesis supervisor and enrolls in Honors I. Honors I carries one-semester hour graded on a satisfactory/unsatisfactory basis, with the grade to be determined by the Honors Program director in consultation with the faculty supervisor. Satisfactory completion of Honors I is required to continue the program. In the spring of the junior year the student enrolls in Honors II, a one-semester hour course, graded on a satisfactory/unsatisfactory basis, in which the honors project is further refined and researched, culminating in an honors thesis prospectus approved by one primary and two secondary faculty readers.

Upon successful completion of Honors II, the student enrolls in Honors III during the fall semester of the senior year. This is a four-semester hour course enabling intensive research of the thesis topic. A first draft of the thesis must be submitted to the student's reading committee by the end of this semester. The reading committee provides the student with feedback, including recommended revisions. After successful completion of Honors III, the student enrolls in Honors IV, a required course which carries no academic credit, during the spring semester of the senior year. Students are encouraged to submit their theses to appropriate competitions or for publication. Students are also required to present their thesis research/project at the annual Symposium in the Liberal Arts. The final draft of the thesis is presented to the reading committee at least one week prior to the end of classes. At the reading committee's discretion the student may be asked to make a formal defense of the thesis. The faculty supervisor, in consultation with the reading committee and the program director, determines whether honors is to be awarded by the first day of the final examination period.

SCHEDULE FOR HONORS PROGRAM

Year	Fall Semester	Spring Semester
Freshman	Recruitment/Application. Social activities. Informational activities	Seminar led by two faculty from disparate disciplines. Graded A-F. Prerequisite: permission of honors program director. HON 201. Honors Seminar..1 hour
	HON 101. Introduction to Honors.1 hour	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar1 hour
Sophomore	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar1 hour	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar1 hour
	Development of Honors Project prospectus and reading list. Initial reading. Attend research skills sessions. Graded S/U. HON 301. Honors I1 hour	Refinement of prospectus. Honors project research. Prospectus must be approved by select faculty to continue. Graded S/U. HON 302. Honors II1 hour
Junior	Project research and preparation of initial draft of thesis. Critique by reading committee. Graded A-F. HON 401. Honors III4 hours	Preparation of final draft of thesis. Defense. Presentation of Honors work. HON 402. Honors IV0 hours

HON 101: Introduction to Honors1 hour

This seminar introduces first-year prospective honors students to the Honors Program by combining the features of the HON 201 seminars with a general introduction and overview to the aims and features of the program. Graded on a satisfactory/unsatisfactory basis.

HON 201. Honors Seminar1 hour

This seminar, led by faculty members from two substantively and conceptually different disciplines, considers a question, problem, proposition, text, period of time, project, etc. The seminar focuses on student research, writing and presentations and emphasizes an interdisciplinary approach. Seminars have included: Self Reference - Artificial Intelligence, Literature and Society, Science and Postmodernism, Moderns Confront the Classics: Hobbes and Thucydides, Evolutionary Psychology, Creativity, Politics and Theatre, An Intimate History of Humanity and Gender and Discourse. Two semesters of Honors Seminar are required. Graded with a letter grade "A-F." Prerequisite: Application and admission into the Honors Program.

HON 301. Honors I1 hour

In this course, with the aid of a faculty supervisor, the student selects and begins to research a thesis topic. A preliminary prospectus is developed along with a reading list. The student attends a series of research skills sessions. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the Honors Program director and the faculty supervisor, a 3.3 overall grade-point average and a 3.5 grade-point average in the field in which the honors research is to be conducted.

HON 302. Honors II1 hour

In this course the student continues to research in order to refine the prospectus of the honors project. The prospectus and related materials are submitted to a select group of faculty who must approve the student's preparedness to continue the program. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Satisfactory grade in HON 301.

HON 401. Honors III4 hours

Under continued direction of the faculty supervisor, intensive research of the thesis topic is undertaken in this course. Preparation of a first draft is submitted to the student's reading committee. Graded with a letter grade "A-F." Prerequisite: Satisfactory grade in HON 302.

HON 402. Honors IV.....0 hours

Revisions are made and a final draft of the thesis is submitted to the student's reading committee. A formal defense of the thesis may be scheduled. An appropriate oral presentation of the honors work also will be required in an academic setting. Prerequisite: Minimum grade of "C" in HON 401. Grade of "I" for HON 401 is not acceptable.

Oglethorpe University Students Abroad (OUSA)

Oglethorpe University fosters and supports the concept that international study, travel and global explorations remain a vital part of a rigorous academic education. Through a growing global network of partnerships, agreements and university-sponsored for-credit, short-term trips, Oglethorpe offers an exciting array of opportunities for international education.

Students who desire to explore a culture, examine archaeological ruins, witness political decision making firsthand, research museums throughout the world, document ecological problems, study in an international setting or sharpen language skills should seriously investigate participating in any of the four divisions of OUSA.

Oglethorpe academic advisers and the OUSA director serve as primary consultants for students who seek any study abroad experience. Students who wish to apply for financial assistance should contact the director of financial aid early in the pursuit of a study abroad program to determine what available funds exist. Specific deadlines and itineraries for short-term trips appear throughout the year in student email, the student newspaper and fliers throughout the campus.

Oglethorpe University Students Abroad consists of four divisions:

International Exchange Partnerships

Oglethorpe offers unique opportunities for students to study for one semester or one year at the partnership colleges and universities listed below. Most of the student exchanges at these institutions will cost the student what he or she pays for tuition at Oglethorpe.

Argentina	Buenos Aires	Universidad de Belgrano
	Buenos Aires	Universidad del Salvador
China	Dalian	Dongbei University of Finance and Economics
Ecuador	Quito	Universidad San Francisco de Quito
England	Oxford	Oxford University (WISC Program)
France	Verdun	Lycée J.A. Margueritte (TRB)
	Lille	Université Catholique de Lille (TRB)
Germany	Dortmund	Universität Dortmund
Japan	Hokkaido	Otaru University of Commerce YOUC Program
	Tokyo	Seigakuin University
Mexico	Guadalajara	Instituto Tecnológico y de Estudios Superiores de Occidente
Monaco		International University of Monaco
Netherlands	The Hague	Haagse Hogeschool
Russia	Moscow	Moscow State Linguistics: University of Russia
Spain	Madrid	Universidad Francisco de Vitoria

Independent Study Abroad

Numerous opportunities exist for any qualified students to study at other, non-partnership universities of the student's choice throughout the world, in science, economics, social sciences, languages, art, communications, the liberal arts and business. The OUSA director will help advise and direct each student in selecting the appropriate university abroad. Financial resources and stipends are available for academic study in some countries.

Students Abroad

This division of OUSA creates, organizes and directs short-term, for-credit academic study trips abroad during the months of December, March, May and the summer. Oglethorpe professors develop these trips as intensive explorations of culture, cuisine, music, history, politics, art, archaeology and business. Standard destinations include Italy, France, Spain, Switzerland, Austria, England, Greece, Turkey, Central and Latin America, China and Russia. Students may choose to receive credit for their participation, which includes note-taking, photographing, field documentation, journaling and a research project to be completed after returning from the trips as independent work with the professor.

Associate Student Programs for Special Study Abroad

This division of OUSA manages special links to prominent universities and institutions abroad that Oglethorpe has developed a special relationship. At present, Oglethorpe has created the following special programs:

Oxford University, Oxford, England: Through the Washington International Studies Council, students who wish to study at Oxford University for a semester or a year may do so as registered visiting students with university privileges and live with British students in the center of Oxford. Applications and eligibility requirements can be obtained from the OUSA director.

Umbra Institute, Perugia, Italy: Students who wish to study in Italy for a semester or a year may do so at this English-speaking, liberal arts institute, where they can take courses in Italian language, history and politics. Applications and materials may be obtained from the OUSA director.

Note: Every student attending an Oglethorpe-approved semester or year abroad will receive credit for one semester of the junior year core - either Historical Perspectives on the Social Order I or II - the student may choose.

Rich Foundation Urban Leadership Program

Oglethorpe's Rich Foundation Urban Leadership Program challenges students to develop their leadership ability throughout their college years and awards the Certificate of Urban Leadership at graduation. Through a balance of academic courses, workshops 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. They are encouraged to consider their education in light of the demands of leadership in their own lives as well as in their communities.

The program takes full advantage of the extraordinary resources of the Atlanta metropolitan area. A major economic force in the Southeast, Atlanta is rich with exceptional learning opportunities in the realms of politics, business, the arts, information technology, entertainment and community service. Few selective universities are able to combine a rigorous liberal arts education with the resources and opportunities of a world-class city.

Admission to the Rich Foundation Urban Leadership Program is competitive. Students may apply in the freshman, sophomore or junior year. The director and a selection committee

evaluate candidates on the basis of commitment to leadership-related study, the desire for leadership understanding and application, extracurricular participation, academic record and other experience.

The following curriculum encompasses the four required courses designed specifically for the Rich Foundation Urban Leadership Program

POL 350. Special Topics in Politics: Moral and Political Leadership4 hours

In this course, the lives of a number of leaders are examined and a series of questions are addressed. In what did or does their greatness consist? With what issues or moral dilemmas did they wrestle? What challenges did they face? How did they understand and perhaps overcome the constraints of their situation? Upon what moral, intellectual and “characterological” resources could they rely? What were their strengths? What were their weaknesses? Prerequisite: Permission of the instructor.

ULP 303. The New American City4 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, including 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 Practice4 hours

This course is taught as a weekly seminar focusing on a particular community issue and accompanied by an issue-related, off-campus internship. Together with faculty, students analyze issues confronting stakeholders, collaborate on solutions and present findings derived from their internship assignments. Students have interned with the state legislature, local and state chambers of commerce, community food banks, arts organizations, corporations, non-profit organizations and a number of other community groups. Topics covered in previous years include: community development, education, transportation, health care and the environment. Prerequisite: Permission of the instructor.

Urban Leadership Elective4 hours

With the approval of the program director and the academic adviser, the student selects an appropriate course to satisfy the fourth course requirement of the program. Ideally, the 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.

In addition to the required academic course work, students demonstrate leadership on and off campus by their participation in university, civic and community endeavors in Atlanta. Students organize and participate in conferences, workshops and symposia on and off campus. At the end of each semester, students submit a brief memo to the director detailing their leadership challenges and opportunities that semester. In the final semester, students prepare a paper reflecting on their leadership experiences during college. The final portfolio contains written work drawn from the student’s leadership courses and experiences.

Urban Ecology Program

Cities in the United States and abroad are growing larger in population size and spatial extent. This growth often degrades natural resources and creates inequities in standards of living, quality of education and allocation of taxes. Growth management can eliminate or reduce these impacts, but only if it is based on the interacting facets of natural and social science that drive urban expansion. To produce scientists and managers that will effectively manage future urban growth, schools must offer educational programs that integrate natural and social sciences. Oglethorpe University's Urban Ecology Program offers this interdisciplinary experience in the city of Atlanta, where outdoor experiments, guest speakers and internship opportunities abound. Students completing the program receive a Certificate in Urban Ecology at graduation.

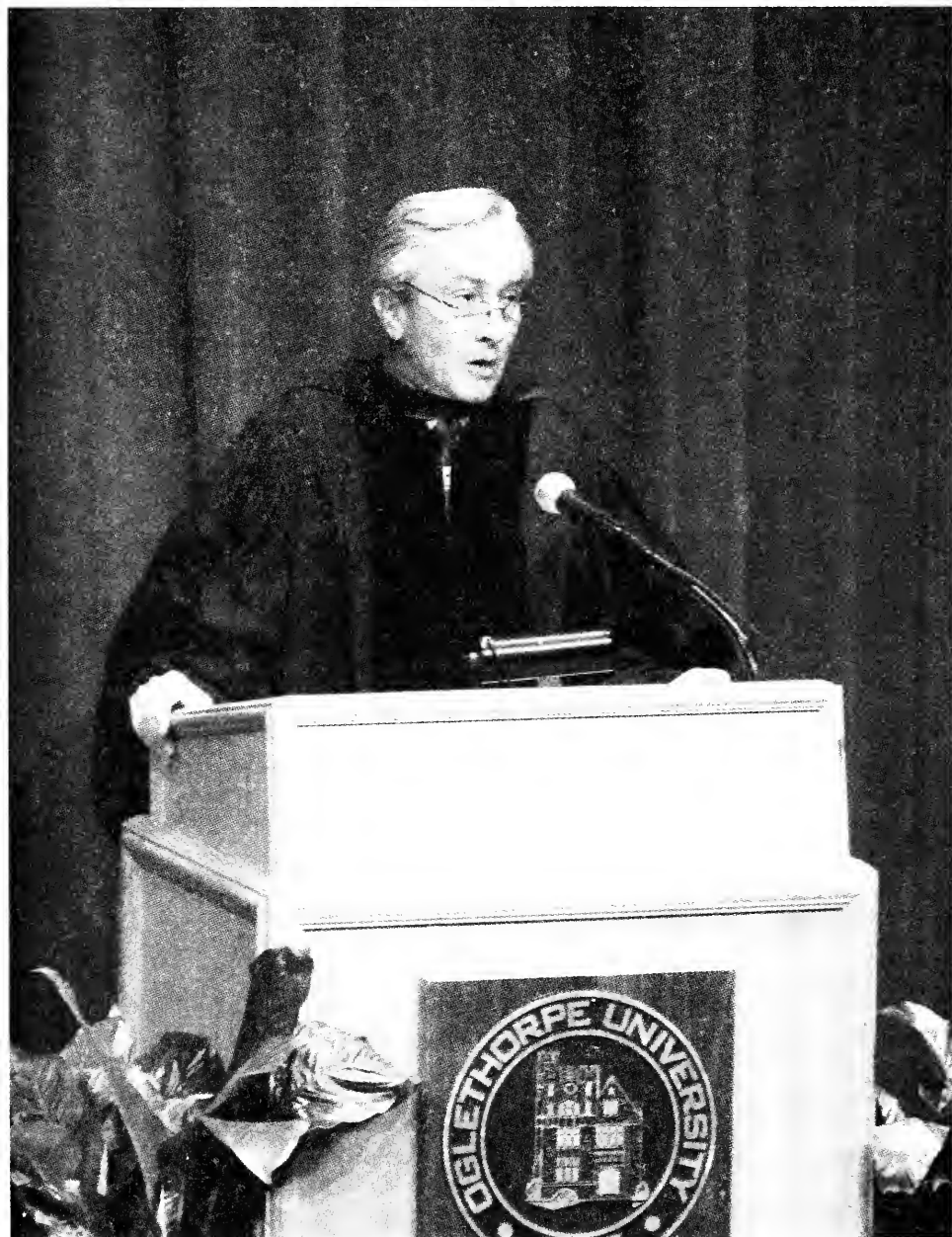
To earn a certificate upon graduation, a student must successfully complete the four requirements below. All course work must be approved by the program director and all graded courses must be earned with a grade of "C-" or higher.

1. UEP/BIO 320. Urban Ecology
2. ULP 303. The New American City
3. A 4-semester hour, off-campus internship supervised by the program director or an independent study approved by the program director. The independent study would require original research, would be similar to a written honors thesis (although would not require enrollment in the Honors Program) and would be supervised by a faculty member.
4. One elective such as, but not limited to, the following:
 - BIO 310. Special Topics in Biology: Conservation Biology
 - ECO 428. Special Topics in Economics: Environmental Economics
 - ENG 312. Special Topics in Literature and Culture: Nature, God and Community in 19th Century Literature
 - HIS 331. The Age of Affluence: The United States Since 1945

UEP 320. Urban Ecology5 hours

Urban areas are growing worldwide and negatively impacting natural and social resources. These impacts can only be managed by integrating natural and social science into a new discipline called urban ecology. This course describes the state of urban ecological knowledge using guest speakers, discussion, lecture and exercises at field sites around metropolitan Atlanta. This course is also cross listed as BIO 320. Prerequisite: COR 102 or permission of the instructor.

The Core Curriculum



History of the Core Curriculum

Oglethorpe initiated its “Core Curriculum,” in the academic year 1944-45, making it one of the first core programs in the United States. In his explanatory brochure about the program, Oglethorpe President Philip Weltner presented a new liberal arts curriculum with the twin aims of equipping students to “make a life and make a living.” Each student would devote half of his or her college course work to the common intellectual experience of the core, while the student would devote the other half to his or her major area of study. In outlining his new plan and his philosophy of education, Dr. Weltner anticipated some of the ideas featured in General Education in a Free Society, Harvard University’s 1945 statement stressing an emphasis on liberal arts and a core curriculum.

The idea of a core curriculum was at that time so revolutionary in higher education that news of the Oglethorpe plan appeared in *The New York Times* in the spring of 1945. Weltner told *The Times*: “We are trying to develop keen...appreciation and understanding. Instead of dividing our courses into separate schools, we are giving the students a good liberal and general education which can become the basis of hundreds of vocations.”

Weltner’s 1940s Core Curriculum for Oglethorpe students reflected the concerns of the war era; the core consisted of a series of courses under the headings “Citizenship” and “Human Understanding.” As the concerns of the war era receded and the post-war information explosion ensued, the Oglethorpe core underwent extensive revision in the 1960s, with its required courses more closely resembling traditional courses in the disciplines. Gradually this core came to focus on those courses representing competencies that a well-educated generalist ought to have upon graduating from college.

With the support of a major grant from the National Endowment for the Humanities, the Oglethorpe Core Curriculum underwent substantial revision in the early 1990s to reflect a new idea about Core Curriculum and its purpose. Rather than an attempt to define what every student should know or a list of basic competencies every student should have, the new Oglethorpe core aimed at providing a common learning experience for all students. Since the early 1990s the Core Curriculum has undergone further scrutiny and refinement.

Beginning in 1998, Oglethorpe implemented a sequence of new interdisciplinary year-long courses. These sequences, which extend over all four years of a student’s collegiate career, feature the reading of a number of primary texts common to all sections of the courses and frequent writing assignments. Each course in the sequence builds upon the body of knowledge studied in the previous course. Courses in the fine arts and in mathematics complement these sequences. The program explicitly invites students to integrate their core learning and to consider knowledge gained from study in the core as they approach study in their majors. In developing this curriculum, the faculty has renewed its commitment to the spirit of Weltner’s original core: “We must never for an instant forget that education, to be true to itself, must be a progressive experience for the learner, in which interest gives rise to inquiry, inquiry is pursued to mastery and mastery here occasions new interests there.”

As every student’s second major, the core continues to urge students to pursue links among the various areas of study and to appreciate the value of intellectual inquiry. A 1996 National Endowment for the Humanities Challenge Grant helped to create an endowment for the Core Curriculum, guaranteeing faculty the resources to keep the core vital and central to learning at Oglethorpe. As faculty work together through frequent conversation about the content and goals of their core courses to provide an integrated approach to learning, one is reminded of the pledge Weltner made over half a century ago in outlining the core: “Oglethorpe University insists that the object is not to pass a subject; the object is to take and keep it.”

Liberal Education and the Core Curriculum

Oglethorpe University is committed to providing a comprehensive liberal arts education for all of its students. The university aims to produce graduates who are broadly educated in the fundamental fields of knowledge and who know how to integrate knowledge in meaningful ways. The Core Curriculum is the clearest expression of this commitment. As an interdisciplinary and common learning experience, the Core Curriculum provides for students throughout their academic careers a model for integrating information and gaining knowledge. The sequencing of the core courses means that all Oglethorpe students take the same core courses at the same point in their college careers, thereby providing an opportunity for students to discuss important ideas and texts both inside and outside the classroom. In this way, the Core Curriculum aims to create a community of learners at Oglethorpe University.

Staffed by faculty from a wide variety of disciplines, the program seeks to teach students the following aptitudes and skills:

1. The ability to reason, read and speak effectively, instilled through frequent and rigorous writing assignments and the reading and discussion of primary texts.
2. An understanding as well as a critical appreciation of how knowledge is generated and challenged.
3. The ability to reflect upon and discuss matters fundamental to understanding who we are and what we ought to be. This includes how we understand ourselves as individuals (Core I) and as members of society (Core II), how the study of our past informs our sense of who we are as human beings (Core III) and the ways in which the practice of science informs our understanding of ourselves and the world (Core IV).

In addition to the seven integrated and sequenced core courses, Oglethorpe students take two additional courses that have been designed to help them develop an appreciation and understanding of fine arts and mathematics. Students earning a Bachelor of Arts degree also study a foreign language.

The Core Curriculum provides only a beginning for the investigation of significant questions and issues. The program is designed to foster in students a love of learning and a desire to learn, think and act as reflective, responsible beings throughout their lives.

Freshman Year - Core I

COR 101. Narratives of the Self I

COR 102. Narratives of the Self II

Sophomore Year - Core II (sophomore standing required)

COR 201. Human Nature and the Social Order I

COR 202. Human Nature and the Social Order II

Junior Year - Core III (junior standing required)

COR 301. Historical Perspectives on the Social Order I

COR 302. Historical Perspectives on the Social Order II

Senior Year - Core IV (senior standing required) - One of the following:

COR 401. Science and Human Nature: Biological Sciences

COR 402. Science and Human Nature: Physical Sciences

Fine Arts Requirement - One of the following:

COR 103. Music and Culture

COR 104. Art and Culture

Mathematics Requirement

COR 203. Great Ideas of Modern Mathematics

Foreign Language Requirement

All students undertaking and earning a Bachelor of Arts degree will be required to take at least one semester of a foreign language at the second-semester elementary-level or higher. (Students undertaking the Dual Degree in Engineering and the Dual Degree in Environmental Studies are exempt from this requirement.) Students who graduated from a secondary school where the language instruction was not English have satisfied the foreign language requirement.

COR 101, COR 102. Narratives of the Self I, II4 plus 4 hours

The first-year course sequence investigates narratives of the self. Among the topics that students will consider are a variety of fictional and philosophical constructions of the self, the relationships of memory to personal identity and the disjunction or harmony between public and private selves. The authors considered in the courses may include Homer, Socrates, St. Augustine, Montaigne, Shakespeare, Descartes, Cervantes, Lao Tsu, Nietzsche and Toni Morrison.

COR 103. Music and Culture4 hours

The appreciation of music begins with an understanding of the creative process as a means of self-expression and the artist's relationship to the world. Using primary sources, guest lecturers and artists, this course examines the styles, trends and developments of Western and international music from early civilizations through the 20th century. Study and discussion begin to develop an understanding of how music and the cultural arts reflect and affect societal trends and values.

COR 104. Art and Culture4 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 201, COR 202. Human Nature and the Social Order I, II4 plus 4 hours

The sophomore course sequence focuses on the relationship between individuals and communities, examining the extent to which the "good life" can be pursued within the confines of any social order. These courses investigate issues such as the nature of human excellence and virtue, the character of justice, the origins and sources of social order and the status and legitimacy of political power. How can we obtain an accurate description of humans as social beings? What is the good society, and how may it be realized? Students in this course are invited to become more thoughtful, self-conscious and self-critical members and citizens of the society and polity in which they live. Authors such as Aristotle, Locke, Smith, Tocqueville, Marx and Weber are read.

COR 203. Great Ideas of Modern Mathematics4 hours

This course explores several major modern mathematical developments and helps students to understand and appreciate the unique approach to knowledge which characterizes mathematics. The mode of inquiry employed is reason. This is not to be confused with the approach used, for example, in the natural or social sciences. It is, rather, reason divorced from anything empirical. As T. H. Huxley remarked, "Mathematics is that study which knows nothing of observation, nothing of experiment, nothing of induction, nothing of causation." The course

is organized around three or four major mathematical ideas that have emerged since the time of Newton. These ideas will be drawn from such fields as calculus, set theory, number theory, probability theory, modern algebra, logic, topology and non-Euclidean geometry.

COR 301, COR 302. Historical Perspectives on the Social Order I, II.....4 plus 4 hours

The junior year sequence constitutes an historical examination of human experience in response to some of the themes and issues raised in the first two years of the core. Drawing on a variety of perspectives from both the humanities and the social sciences, the course strives to reconstruct the histories of significant periods in human history. The first semester focuses on the rise and fall of civilizations from antiquity through the Renaissance. The second semester concentrates on the problems of modernity, such as the rise of the modern state, nationalism, revolution and globalization. Both courses examine the ways in which significant moments have become essential parts of our historical consciousness, enshrined in myth, and religion, tradition, culture, and institutions. Through careful analysis of current scholarship and original sources, students are invited to consider the complex relationship between history, cultural traditions and the social and political institutions derived from them.

COR 401. Science and Human Nature: Biological Sciences4 hours

The senior year course deals with the way scientific methodologies inform current thinking on the nature of the human organism. Starting from basic genetic and psychological understandings, it emphasizes how evolutionary mechanisms may be seen as contributing to the origins of uniquely human behaviors. Elements of DNA structure as it applies to information storage and transmission, the regulation of gene expression and the mechanics of protein synthesis, mutation and its centrality in producing variation, sexual reproduction and how the laws of probability apply to biological systems, sex determination, “altruistic” behavior and kin selection are among the topics explored.

COR 402. Science and Human Nature: Physical Sciences.....4 hours

Modern western society is largely science-dominated, and the consideration of science and its role in society is essential for any educated person. This core course investigates the practice of science by focusing specifically on scientific revolutions. It is during such periods of upheaval that we can most clearly see how science is actually practiced. What causes a new idea to challenge the scientific status quo? What determines whether the new idea will be accepted or not? When seeking new explanations for natural events, what guides the scientist’s search? The goal of this course is to equip the student with the necessary tools and background to seek answers to these questions and others, for such questions are increasingly a part of each of our lives if we live those lives reflectively.

Core Equivalencies for Transfer Students

Core credits for transfer students are determined by two things: a student's specific course work and the total semester hours transferred in by the student. No core credit is given for Advanced Placement or College Level Examination Program course work. Other credit is often given, however for Advanced Placement and International Baccalaureate course work; please see Advanced Placement and International Baccalaureate Program in the Admission section of this *Bulletin*.

Transfer Hours	Course Credits from Previous Colleges	Core Equivalents
1-14	Music Appreciation or Music History Art Appreciation or Art History	COR 103 COR 104
15 and over	Writing Course Literature or philosophy* course	COR 101 COR 102
Over 30	Course in history, politics, sociology, anthropology, philosophy* or economics	COR 201
Over 45	Two courses in history, politics, sociology, anthropology, philosophy* or economics	COR 201 and COR 202

* Note: If a philosophy course is used to exempt COR 102, the same course cannot be applied to COR 201 or 202.

Great Ideas of Mathematics, Historical Perspectives on the Social Order I and II, Science and Human Nature: Biological Sciences or Physical Sciences cannot be fulfilled by transfer credit.

Core Credits Through Study Abroad or as a Transient Student

Every student attending an Oglethorpe-approved semester or year abroad will receive credit for one semester of the junior year core - either Historical Perspectives on the Social Order I or II - the student may choose.

Once a student enrolls at Oglethorpe, core credit may not be earned through study as a transient student at other institutions; for example, no summer school credit from another university.

Programs of Study



Degrees

Oglethorpe University offers five degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Liberal Studies, Bachelor of Business Administration and Master of Arts in Teaching Early Childhood Education (Grades P-5). The Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching Early Childhood Education (Grades P-5) degrees are offered in the traditional program and described in detail in this publication. The Bachelor of Arts in Liberal Studies and Bachelor of Business Administration degrees are offered in Oglethorpe's evening degree program. For a brief discussion of the two latter degrees, please see Evening Degree Program at the end of this section or refer to the *Oglethorpe University Evening Degree Program Bulletin*. Under certain conditions it is also possible for a student to receive a dual degree in engineering, a dual degree in environmental studies, a dual degree in the international partner degree program or a degree under the Professional Option. See the Index for the sections where these degrees are discussed.

Undergraduate Major Programs and Requirements

Completion of a major program is required for all baccalaureate degrees. The student's academic adviser assists with the student's selection of a major. The student declares the major selected on the course registration form completed each semester. Students must have declared a major by the end of the second semester of the sophomore year.

A major is an orderly sequence of courses in: 1) a particular discipline, 2) a combination of two disciplines or 3) a defined interdisciplinary field. A major must include a minimum of 32 and a maximum of 64 semester hours of required course work, exclusive of all hours used to satisfy core requirements. Exceptions may be granted in special circumstances by a vote of the appropriate faculty committee. At least half of the semester hours required for the major must be in course work taken at Oglethorpe University. Each major includes a substantial component of advanced courses which have specified prerequisites. A major may require for successful completion a cumulative grade-point average in the major field which is higher than the 2.0 cumulative grade-point average required for graduation. Alternatively, the requirements for the major may state that only courses in which a "C-" or higher grade is received may be used in satisfaction of the major's requirements. The student is responsible for ensuring the fulfillment of the requirements of the major selected. Specific requirements for each of the majors may be found listed below in alphabetical order. Please note that no course counted to fulfill a major requirement for one degree may be used toward the requirements of another degree.

For the Bachelor of Arts degree the following majors are offered:

- American Studies
- Art History
- Behavioral Science and Human Resource Management
- Communication and Rhetoric Studies
- Economics
- Engineering - Dual Degree
- English
- Environmental Studies - Dual Degree
- French
- History
- Individually Planned Major
- International Studies
- International Studies with Asia Concentration

Philosophy
Politics
Psychology
Sociology
Sociology with Social Work Concentration
Spanish
Studio Art
Theatre

For the Bachelor of Science degree the following majors are offered:

Accounting
Biology
Biopsychology
Business Administration
Chemistry
Economics
Mathematics
Physics

Undergraduate Minor Programs and Requirements

A minor consists of at least 16 semester hours of course work beyond any core requirements in that discipline. A minimum of 12 semester hours of a minor must be in course work taken at Oglethorpe. Minor programs are available in the fields listed below. Specific requirements for each minor may be found in the respective disciplines, which follow in alphabetical order:

Accounting	Japanese
American Studies	Mathematics
Art History	Music
Biology	Philosophy
Business Administration	Physics
Communication and Rhetoric Studies	Politics
Chemistry	Psychology
Computer Science	Sociology
Economics	Spanish
English	Studio Art
French	Theatre
History	Women's and Gender Studies
Individually Planned Minor	Writing

Academic Departments

Organization of Oglethorpe's disciplines is by division, each with its own division chair. The nine divisions are as follows:

Division I	Philosophy, Communication and Rhetoric Studies and the Fine Arts
Division II	History, Politics and International Studies
Division III	Natural Sciences
Division IV	Behavioral Sciences
Division V	Economics and Business Administration
Division VI	Education – Undergraduate and Graduate
Division VII	English Language and Comparative Literature
Division VIII	Foreign Languages
Division IX	Mathematics and Computer Science

Accounting

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 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 decision makers.

Accounting students gain the conceptual foundation and basic 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, computer science, management, industrial engineering, law and others or the ability to pursue graduate education. Internships are available to give preparation to students for careers 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).

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230. Financial Accounting
- ACC 231. Managerial Accounting
- 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 110. Business Law I
- BUS 260. Principles of Management

- BUS 310. Corporate Finance
- BUS 350. Marketing
- BUS 469. Strategic Management
- CSC 140. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics
- MAT 111. Statistics
- MAT 121. Applied Calculus

Note: All upper-level (300 and 400) accounting courses must be taken at Oglethorpe unless special permission is given by a member of the accounting faculty.

Beginning in 1998, new eligibility requirements adopted by the Georgia State Board of Accountancy require at least 150 semester hours of college study to qualify to take the CPA examination. Included within the content of this minimum education standard is the requirement to complete at least 30 semester hours of accounting courses beyond Financial Accounting and Managerial Accounting and at least 24 semester hours of education in business administration. For those students whose objective is to qualify to take the CPA examination, it is recommended that the following courses be included in these additional required semester hours:

- ACC 336. Income Tax Accounting: Corporations, Partnerships, Estates and Trusts
- ACC 436. Accounting Control Systems
- ACC 438. Accounting Theory
- BUS 111. Business Law II

Minor

Students desiring to minor in accounting must complete five courses: Financial Accounting, Managerial Accounting and three of any of the following with a grade of "C-" or higher:

- 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 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: Sophomore standing or above or approval by the director of accounting studies.

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 332. Intermediate Accounting I4 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 theoretical foundations of accounting are emphasized. Prerequisite: ACC 231.

ACC 333. Intermediate Accounting II4 hours

This is a continuation of Intermediate Accounting I with emphasis on advanced topics such as capitalized leases, pension costs, inter-period income tax allocation and accounting changes. Prerequisite: ACC 332.

ACC 334. Cost and Managerial Accounting4 hours

This course provides an introduction to the financial information required for the managerial activities of planning, directing operational activities, control and decision making. 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 include cost behavior and estimation, costing of products and services, cost-volume-profit analysis, budgeting, relevant cost analysis, performance evaluation and pricing decisions. Prerequisite: ACC 231.

ACC 335. Income Tax Accounting: Individuals4 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 Trusts4 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 430. Personal Financial Education2 hours

This course is designed to prepare students for a successful transition to life after college. The course will focus on financial planning and education. It will cover topics such as employer benefits, money management, debt reduction, tax return preparation, insurance, large asset purchases and investing. Graded on a satisfactory/unsatisfactory basis. This course is also cross listed as SEN 402.

ACC 433. Independent Study in Accounting1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

ACC 434. Internship in Accounting1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at PricewaterhouseCoopers, Ernst and Young, Deloitte and Touche, Georgia-Pacific and Miller, Ray and Houser. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ACC 435. Advanced Accounting4 hours

This course is a study of business combinations and the related problems of consolidating the financial statements of affiliated corporations. The accounting problems related to international business are also covered and governmental accounting is introduced. Prerequisite: ACC 333.

ACC 436. Accounting Control Systems4 hours

This course is an in-depth study of the application of information systems concepts to the accounting environment. Emphasis is on the processing of data in a computerized environment as well as the controls that are necessary to assure accuracy and reliability of the data processed by an accounting system. Practical implications of accounting information system design and implementation will be investigated through the use of cases and projects. Prerequisites: ACC 231 and CSC 240.

ACC 437. Auditing4 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 criteria for the establishment of internal controls and the effect of these controls on examinations and reports. Prerequisites: ACC 333 and MAT 111.

ACC 438. Accounting Theory4 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 439. Special Topics in Accounting4 hours

An intense study of diverse accounting topics under the direct supervision of an accounting faculty member. Prerequisite: Permission of the instructor.

American Studies

The interdisciplinary major in American studies is designed to provide students with the opportunity to develop a systematic and in-depth understanding of American culture. By combining American studies courses and courses from relevant disciplines (history, literature, the arts, economics and the social sciences), students may explore the relationships of diverse aspects of American life. Students also are able to pursue their special interests within American culture by developing an "area of concentration" that provides a specific focus for much of the work completed in fulfillment of major requirements.

In addition to introducing students to the field of American studies, the major is designed to help students refine their fundamental intellectual skills, especially their writing and speaking skills. Skills of this sort will serve the student well long after many specific facts, postulates and theories have been forgotten. In short, as is consistent with Oglethorpe's stated institutional purpose, the American studies program seeks to prepare humane generalists - individuals who possess those basic qualities so necessary for leadership in a rapidly changing world. The degree awarded is the Bachelor of Arts.

Major

Requirements of the major include completion of the following seven courses:

- ECO 223. United States Economic History
- ENG 303. American Poetry
- HIS 130. United States History to 1865
- HIS 330. Between World Wars: The United States, 1920-1945
- HIS 331. The Age of Affluence: The United States Since 1945
- SOC 202. The American Experience (to be taken in the freshman or sophomore year)

One semester of a foreign language at the second semester elementary-level or higher

Completion of five of the following courses also is required:

- CRS 260. Writing for Business and the Professions
- ECO 421. Money and Banking
- ECO 424. Labor Economics
- ECO 425. Public Finance
- EDU 101. Introduction to Education
- ENG 312. Special Topics in Literature and Culture: Literature in the 1920s
- ENG 314. Special Topics in Major British and American Authors
- HIS 430. The American Civil War and Reconstruction
- HIS 431. History of United States Foreign Relations
- POL 201. Constitutional Law
- POL 302. American Political Parties
- POL 303. Congress and the Presidency
- POL 304. African-American Politics
- POL 311. United States Foreign Policy
- SOC 201. The Family
- ULP 303. The New American City

Minor

Requirements for the minor include completion of The American Experience (to be taken in the freshman or sophomore year) and three of the following five courses:

ECO 223. United States Economic History

ENG 303. American Poetry

HIS 130. United States History to 1865

HIS 330. Between World Wars: The United States, 1920-1945

HIS 331. The Age of Affluence: The United States Since 1945

Art

Oglethorpe offers a stimulating and rigorous program of study in studio and art history. The curriculum is designed to be an integral part of the liberal arts experience for majors and non-majors alike. Students may choose from a range of studio courses offered at the introductory through the advanced level, including drawing, painting, figure drawing, photography (both traditional darkroom and digital), printmaking, two-dimensional design, color theory, anatomy and figure sculpture. Art history courses cover diverse time periods and cultures from ancient to modern art, with an interdisciplinary approach which stresses aesthetic and historical context. The art curriculum prepares students for a wide array of options, including graduate school and careers in a variety of art-related fields.

Studio Art Major

Studio courses are designed to provide students with a rigorous and stimulating foundation in visual language and thinking. Courses emphasize the development of perception and visual acuity, cognitive skills, a sense of aesthetics and facility in manipulating a variety of artistic approaches and media. The curriculum prepares students to go on to graduate school in studio or other fields such as education, art therapy, graphic design or medical illustration.

Students majoring in studio art must complete eight studio courses, two upper-level art history courses and one foreign language course at the second semester elementary-level or higher, for a total of 11 courses and 44 semester hours. Requirements for the studio major include two drawing courses; three painting courses; Anatomy For the Artist and Figure Drawing; Introduction to Photography; Modern Art History; either Introduction to Figure Sculpture, Introduction to Printmaking or Ways of Seeing; one other upper-level art history course. The degree awarded is the Bachelor of Arts.

The Scientific Illustration Track with Biological Science Emphasis and the Scientific Illustration Track with Physical Science Emphasis are two programs which enable the student to combine art major requirements and specific science courses. These programs fulfill admission requirements for graduate school programs in medical and scientific illustration. The degree awarded is the Bachelor of Arts.

Art History Major

The art history major provides students with an intellectual, aesthetic, and historical foundation for the study of all visual arts, including architecture, sculpture, painting, photography, and nascent media. The courses which make up the art history major have been designed to be integrally related to the liberal arts experience, complementing other courses and majors which are already offered at Oglethorpe by providing comparative historical, cultural and philosophical reference points, while at the same time functioning as a rigorous, free-standing discipline. The curriculum prepares students to go on to graduate school in art history and for careers such as museum work, education and art consulting.

Students majoring in art history must complete a minimum of eight art history courses, one of which must be Modern Art History, two studio courses in any two different media and one foreign language course at the second semester elementary-level or higher, for a total of 11 courses and 44 semester hours. All art history courses have COR 104 Art and Culture as a prerequisite. The degree awarded is the Bachelor of Arts.

As part of the requirement for the art history major, a maximum of two courses from the list of electives below may be taken. Other courses may be added to the elective list at the discretion of the art department

- CRS 101. Theories of Communication and Rhetoric
 - CRS 390. Advanced Topics in Communication and Rhetoric Studies: Media, Culture and Society*
 - CRS 390. Advanced Topics in Communication and Rhetoric Studies: Documentary Filmmaking
 - CRS 390. Advanced Topics in Communication and Rhetoric Studies: Video Production
 - ENG 101. Ancient Literature
 - ENG 102. Medieval and Renaissance Literature
 - HIS 201. Ancient Greece
 - HIS 301. History of Christianity
 - INT 301. Special Topics in Interdisciplinary Studies: Sex and Gender in Cinema
 - INT 301. Special Topics in Interdisciplinary Studies: Art of the Film I, II
 - PHI 301. Philosophy of Art (Aesthetics)
 - SOC 305. Film and Society
 - WGS 301. Introduction to Women's Studies - Theory
 - WGS 302. Introduction to Women's Studies - History
- Two semesters of foreign language (in addition to the foreign language requirement for the Bachelor of Arts degree)

* contingent on these Special Topics courses being offered again.

Minor

For a minor in art, students may have a concentration in studio or art history. For both areas of concentration students must complete a total of five courses or 20 semester hours. Students with a concentration in studio must take four studio courses and one upper-level art history course. Students may take up to three of these studio courses in one discipline (for example, photography, drawing, painting, etc.) or in four different disciplines. At least two of these studio courses must be in separate disciplines.

For a concentration in art history, students must take four upper-level art history courses and one studio course.

ART 101. Introduction to Drawing4 hours

This course is an introductory-level studio course which will focus on mastering the fundamentals of drawing. Working from observation in line and value, students will develop an understanding of form and shape; volume and flatness; spatial relationships; the basics of perspective and composition; the materials and techniques of drawing.

ART 102. Introduction to Painting4 hours

This course is an introductory-level studio course which will focus on understanding and mastering the fundamentals of painting. Working from observation, this includes developing an understanding of color and color relationship; form and shape; volume and flatness; the basics of composition; the materials and techniques of oil painting.

ART 103. Introduction to Figure Sculpture4 hours

Working from the life model, students will convey their understanding of the human form in clay. Planar structure, volume, proportion and major anatomical landmarks will be covered.

ART 109. Introduction to Photography4 hours

Laboratory exercises, in-class lectures, critiques and assignments are designed to develop an understanding of all aspects of traditional black and white photography, including composition and self expression. Emphasis will be on development of technical skills and aesthetic direction in photography. Prerequisite: A fully manual camera - to be brought to the first class meeting.

ART 110. Ways of Seeing4 hours

This course systematically breaks down the vocabularies of art to their component elements, studying how these elements work together to form visual language. Problems in color and composition will be undertaken in a variety of media, including ink, acrylic and photography.

ART 111. Anatomy For the Artist and Figure Drawing4 hours

This course focuses on both the scientific and the aesthetic exploration of the human body. Drawing from the life model, students will study form and function of the skeletal and muscular systems, along with proportion and surface landmarks. A variety of approaches to drawing and drawing materials will be covered.

ART 201. Intermediate Drawing4 hours

This course explores drawing as a tool for perception and a means of self-expression. Students will undertake advanced problems in drawing which build upon concepts and techniques covered in Introduction to Drawing. These include problems involving the surface of the picture plane and the ground plane, arrangements of elements in static and dynamic compositions and value pattern. Prerequisite: ART 101 or ART 111.

ART 202. Intermediate Painting4 hours

Students will build upon experiences in Introduction to Painting and undertake more complex formal and personal issues in their work. They will be expected to master a wide range of visual vocabularies and approach painting from a variety of aesthetic points of view. Imagery, realism, abstraction, expressionism and narration will be explored as students begin to develop individual direction in their own work. Prerequisite: ART 102.

ART 203. Intermediate Figure Sculpture4 hours

Working from the life model, this level of sculpture builds upon conceptual and perceptual skills honed in Introduction to Figure Sculpture. Students are expected to approach sculpting the human form from a variety of aesthetic points of view, including realism, abstraction and expressionism. Prerequisite: ART 103.

ART 205. Special Topics in Studio4 hours

Studio exercises, in-studio lectures, outside assignments and critiques are designed to develop a basic understanding of various media, including printmaking and various specialties of artists-in-residence.

ART 250. Special Topics in Art History4 hours

An in-depth analysis of specific historical art periods will stress how major artists and trends were influenced by their times. Discussion of important events and ideas of significant individuals of the period will serve to provide the necessary background for a thorough comprehension of social and intellectual sources of art. Prerequisite: COR 104.

ART 260. Ancient Art History4 hours

This course will cover the art and archaeology of the area around the Mediterranean Sea before the fall of Rome, commonly called the “ancient world.” The course will examine the mythology and religion of each culture, using primary sources such as artifacts and ancient literature. Cultures covered will include Mesopotamia, Egypt, Bronze Age Crete, Greece and Rome. Prerequisite: COR 104.

ART 300. Italian Renaissance Art History4 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. Prerequisite: COR 104.

ART 302. Advanced Painting4 hours

Students will build upon prior experiences in Intermediate Painting and be guided to set parameters for individual inquiry in their work. Emphasis will be on personal imagery and control of formal issues to express the students’ ideas. Each student will be expected to develop ideas and themes in a cohesive body of work. Prerequisite: ART 202.

ART 305. Advanced Special Topics in Studio4 hours

This is an advanced level of Special Topics in Studio such as sculpture, photography, drawing, printmaking, etc. Prerequisite: ART 205.

ART 310. Northern Renaissance and Baroque Art History4 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. Prerequisite: COR 104.

ART 320. 18th and 19th Century European Art History4 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. Prerequisite: COR 104.

ART 330. Far Eastern Art History - India, China, Tibet and Japan4 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. Prerequisite: COR 104.

ART 340. The Art of the Americas, Africa, Oceania and Others4 hours

This course will look at how non-western and often pre-technological people around the world use visual arts. How does their art express what is important to them? What does it share with Western art? Some anthropology findings and the idea of “the primitive” will be explored. Both living and extinct cultures will be studied. Prerequisite: COR 104.

ART 350. Modern Art History4 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. Prerequisite: COR 104.

ART 400. Independent Study in Art History1-4 hours

Supervised research on a selected topic in art history. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

ART 405. Independent Study in Studio1-4 hours

Supervised studio art on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

ART 410. Internship in Art1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the High Museum of Art, Atlanta Contemporary Art Center, Atlanta International Museum and Vespermann Gallery. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Behavioral Science and Human Resource Management

Human resource management builds communities through the study of people and the workplace. The focus of the major is the connection between theory and application as it applies to meeting the needs of both the employee and employer. Students majoring in behavioral science and human resource management will study related topics beginning with the theory behind those topics through further development and ultimately the application of these theories in organizations.

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) **p**ersonnel issues such as job analysis, selection and training

and development; 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, business, as well as human resource management.

Major

Students pursuing a Bachelor of Arts degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230. Financial Accounting
- ACC 231. Managerial Accounting
- BUS 260. Principles of Management
- BUS 362. Human Resources Management
- BUS 382. Management-Labor Relations
- BUS 462. Recruitment and Selection
- CSC 140. Data Manipulation Software
- ECO 121. Introduction to Economics
- MAT 111. Statistics
- PSY 202. Organizational Psychology
- PSY 204. Social Psychology
- PSY 303. Psychological Testing
- One semester of a foreign language at the second semester elementary-level or higher

Two of the following behavioral science courses:

- PSY 203. Learning and Conditioning
- PSY 205. Theories of Personality
- PSY 301. Research Methods
- SOC 302. The Sociology of Work and Occupations

Two of the following business administration courses:

- BUS 110. Business Law I
- BUS 310. Corporate Finance
- BUS 350. Marketing
- BUS 370. International Business
- BUS 461. Total Quality Management
- ECO 221. Intermediate Microeconomics
- ECO 222. Intermediate Macroeconomics
- ECO 424. Labor Economics

Biology

The curriculum in biology provides a foundation in both classical and contemporary biological concepts and prepares the student for continuing intellectual growth and professional development in the life sciences. These goals are achieved through completion of a set of courses that provide a comprehensive background in basic scientific concepts through lectures, discussions, writing and laboratory work. The program supplies the appropriate background for employment in research institutions, industry and government; the curriculum also prepares students for graduate school and for professional schools of medicine, dentistry, veterinary medicine and the like. Students planning to attend graduate or professional schools should

recognize that admission to such schools is often highly competitive. Completion of a biology major does not ensure admission to these schools.

A grade of “C-” or higher must be obtained in each freshman- and sophomore-level science or mathematics course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

Students who are interested in medical illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major.

Major

The requirements for a major in biology are as follows beginning with these four courses in sequence: General Biology I and II, Genetics and Microbiology.

One set of paired courses chosen from the following three sets:

Biochemistry and Molecular Biology and Biotechnology or

Comparative Vertebrate Anatomy and Human Physiology or

Any two of Ecology, Urban Ecology or Special Topics in Biology:

Conservation Ecology

Three upper-level courses chosen from Cell Biology, Embryology, Evolution, Animal Behavior and Vascular Plants; or any of the paired courses above not used to fulfill the paired course requirement must be completed.

Additionally, Biology Seminar I: Oral Presentations; Biology Seminar II: Biological Literature; General Chemistry I and II (with laboratories); Organic Chemistry I (with laboratory); either Organic Chemistry II (with laboratory) or Elementary Quantitative Analysis (with laboratory) [Students following the ecology paired course track may substitute a field course in ecology for the Organic Chemistry II/Elementary Quantitative Analysis requirement.]; General Physics I and II (with laboratories) [Students following the ecology paired course track may substitute a third ecology course that is not used to fulfill the paired course requirement for General Physics II]; and Statistics must be completed. The degree awarded is the Bachelor of Science.

All 100-level science courses (General Biology I, General Chemistry I, General Chemistry I Laboratory, General Physics I and General Physics I Laboratory) have the same mathematics prerequisite. There are three ways that students can fulfill this mathematics requirement: 1) by achieving a score of 2, 3, 4 or 5 on the Advanced Placement Calculus AB or BC examination; 2) by achieving a score of 550 or higher on the Mathematics Section of the SAT or a score of 22 or higher on the Mathematics Section of the ACT; 3) by completing Precalculus at Oglethorpe with a grade of “C-” or higher. (An equivalent precalculus course at another college or university fulfills the requirement but high school precalculus alone does not.) College Physics I has Calculus I as a prerequisite or corequisite, meaning Calculus I must be taken simultaneously with College Physics I if Calculus I has not been completed earlier.

Minor

The requirements for a minor in biology are General Biology I and II, Genetics and Microbiology. Students minoring in biology are not exempt from the prerequisites for the biology courses and thus also will complete General Chemistry I and II (with laboratories) and Organic Chemistry I (with laboratory and either Organic Chemistry II (with laboratory) or Elementary Quantitative Analysis (with laboratory).

BIO 101, BIO 102. General Biology I, II5 plus 5 hours

An introduction to modern biology, these courses include the basic principles of plant and animal biology, with emphasis on structure, function, evolutionary relationships, ecology and behavior. Lecture and laboratory. Prerequisites: For BIO 101, completion of the mathematics prerequisite as described above; BIO 101 must precede BIO 102 and it is recommended that the courses be completed in consecutive semesters. Students who are majoring in biology must earn a grade of "C-" or higher in BIO 101 before taking BIO 102.

BIO 201. Genetics5 hours

An introduction to the study of inheritance. The classical patterns of Mendelian inheritance are related to modern molecular genetics and to the control of metabolism and development. Lecture and laboratory. Prerequisites: BIO 102 and CHM 102; prerequisites or corequisites: CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 202. Microbiology5 hours

An introduction to the biology of viruses, bacteria, algae and fungi. Consideration is given to phylogenetic relationships, taxonomy, physiology and economic or pathogenic significance of each group. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 and CHM 201L with a grade of "C-" or higher in each course.

BIO 251. Biology Seminar I: Oral Presentations1 hour

This course is offered in the fall as a component in a two-semester "capstone" sequence for biology majors. The two-part experience is designed to introduce students to the mechanics and intellectual components of the practice of being a scientist. This course will cultivate the skills of the framing, researching, preparation and presentation of a public address on a topic of biological interest. Prerequisites: BIO 102, CHM 102 and CHM 102L; recommended for students with junior or senior standing.

BIO 252. Biology Seminar II: Biological Literature1 hour

This course is offered in the spring as a component in a two-semester "capstone" sequence for biology majors. The two-part experience is designed to introduce students to the mechanics and intellectual components of the practice of being a scientist. This course serves as an introduction to researching, locating, interpreting and presenting information from the professional scientific literature. Prerequisites: BIO 102, CHM 102 and CHM 102L; recommended for students with sophomore or junior standing.

BIO 301. Comparative Vertebrate Anatomy5 hours

An intensive study of the structural aspects of selected vertebrate types. These organisms are studied in relation to their evolution and development. The laboratory involves detailed examination of representative vertebrate specimens. Prerequisites: BIO 102, BIO 201, CHM 201 and CHM 201L. Completion of BIO 201 or CHM 201 and coregistration in the other may be acceptable with the permission of the instructor. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 302. Human Physiology5 hours

A detailed analysis of human functions that deals primarily with the interactions involved in the operation of complex human systems. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.

- BIO 310. Special Topics in Biology1-5 hours**
 Advanced course and laboratory work, including independent studies, in various areas of biology. Approval by the student's faculty adviser and the chairperson of the department is required for off-campus activities. Prerequisite: Permission of the instructor.
- BIO 313. Embryology5 hours**
 A course dealing with the developmental biology of animals. Classical observations are considered along with more recent experimental embryology in the framework of an analysis of development. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates are considered. Prerequisites: BIO 202, CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.
- BIO 315. Animal Behavior5 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 speakers series is part of the interactive intellectual environment cultivated by the course. Lecture and laboratory. Offered biennially. Prerequisites: BIO 102 and PSY 101. A grade of "C-" or higher must be earned in each of the prerequisite courses.
- BIO 316. Cell Biology5 hours**
 An in-depth consideration of cell ultrastructure and the molecular mechanisms of cell physiology. Techniques involving the culturing and preparation of cells and tissues for experimental examination are carried out in the laboratory. Prerequisites: BIO 202, CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.
- BIO 320. Urban Ecology5 hours**
 Urban areas are growing worldwide and negatively impacting natural and social resources. These impacts can only be managed by integrating natural and social science into a new discipline called urban ecology. This course describes the state of urban ecological knowledge using lecture, discussion, lab, regional field trips and guest speakers. This course is also cross listed as UEP 320. Prerequisite: COR 102 or permission of the instructor.
- BIO 326. Vascular Plants5 hours**
 The biology of vascular plants is considered at levels of organization ranging from the molecular through the ecological. Studies of anatomy and morphology are pursued in the laboratory, and an independent project concerning plant hormones is required. Offered spring semester of even-numbered years. Prerequisites: BIO 202, CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.
- BIO 413. Biochemistry5 hours**
 An introduction to the chemistry of living systems, this course will investigate the synthesis, degradation and functions of various molecules within living organisms. Central metabolic pathways and enzyme reaction mechanisms also will be studied. Lecture and laboratory. Prerequisites: BIO 102, CHM 201 and CHM 201L with a grade of "C-" or higher in each course; recommended prerequisite: CHM 310.

BIO 414. Molecular Biology and Biotechnology5 hours

This course is an introduction to the theory and practice of molecular bioscience. Topics covered include the principles and processes of molecular biology, DNA isolation and characterization, restriction enzyme analysis, cloning, construction and selection of recombinants made in vitro and preparation and analysis of gene libraries. Lecture and laboratory. Prerequisites: BIO 202, CHM 201, CHM 201L and BIO 413 with a grade of "C-" or higher in each course.

BIO 416. Evolution4 hours

A course dealing with the various biological disciplines and their meaning in an evolutionary context. Also, a consideration of evolutionary mechanisms and the various theories concerning them. Prerequisites: BIO 202, CHM 201 and CHM 201L. A grade of "C-" or higher must be earned in each of the prerequisite courses.

BIO 423. Ecology5 hours

This course investigates the features of the environment that dictate where an organism lives and what density its population can achieve. The course takes a quantitative approach to these topics and uses both laboratory and field-based examples to illustrate concepts. Laboratory sections involve several off-campus field trips. Prerequisites: Permission of the instructor or a grade of "C-" or higher in BIO 202, CHM 201 and CHM 201L.

Biomedical Sciences and Allied Health Studies

The plentiful supply of jobs in the growing health care industry attracts many students who are looking for fulfilling careers. Students who plan to attend schools of nursing, physical therapy, occupational therapy, medical technology or other allied health fields will enjoy both the satisfaction of helping people and the excitement of scientific advances in diagnosing and treating disease. The allied health adviser will assist such students in planning their programs at Oglethorpe University.

Preparation for admission to biomedical science and allied health education programs typically follows one of three models. In the first model, students are admitted to a health science program after completing a set of required courses in specific academic disciplines during two or three years of college study. For students pursuing this option, a minimum of 64 semester hours earned at Oglethorpe and successful completion of the allied health education program in an accredited professional school are required to earn the Bachelor of Arts degree with an individually planned major. (See the description of the Individually Planned Major below.) The second model, which has become the standard in fields such as physical therapy and occupational therapy, requires students to earn a bachelor's degree before being admitted to programs that lead to initial certification through master's or clinical doctoral degrees. Students interested in this option may find that one of the majors regularly offered at Oglethorpe (such as biology or biopsychology) fulfills the admission requirements for the health science program; alternatively, an individually planned major can be designed to meet the admission requirements of the allied health program. The third model, as exemplified at some colleges of nursing, allow students who already have a bachelor's degree to accelerate the completion of a second bachelor's degree (typically a Bachelor of Science in Nursing, B.S.N.) so long as specific courses are completed as part of the first degree.

Students who are exploring careers in biomedical sciences and allied health fields can find additional information about them at "Health Professions Links" at <http://www.naahp.org> and at "Careers in Allied Health" at <http://www.ama-assn.org/ama/pub/category/2322.html>.

Biopsychology

Biopsychology is the study of the biological bases of behavior, including the molecular and cellular basis of neural functioning and how systems of neurons relate to behavior. By its nature, biopsychology is an interdisciplinary field of study that encompasses biology, chemistry and psychology. The field is broad and researchers may find themselves studying the brain from a chemical, cellular, genetic, developmental, behavioral, cognitive or social behavioral perspective. A graduate with a Bachelor of Science in biopsychology could pursue entry-level positions in academic or private research settings, the biotechnology industry or explore alternative careers such as policy development or science writing. In addition, the major provides the preparation necessary to be competitive when applying to graduate programs in neuroscience and related disciplines and is particularly suited to students interested in careers in physical therapy and other allied health fields.

The major consists of 11 required courses (some with associated laboratories) and four electives. There is no minor in biopsychology. Courses taken to complete this major may not be used to fulfill the requirements of a minor in a related field. Due to the breadth of electives offered, students should consult with their adviser to create a coherent program of study that is best suited to each student's goals. Pre-medical students should consult with the pre-medical adviser concerning additional course work required to apply to medical school.

General Biology I, General Chemistry I and General Chemistry Laboratory I have the same mathematics prerequisite. There are three ways that students can fulfill this prerequisite: 1) by achieving a score of 2, 3, 4 or 5 on the Advanced Placement Calculus AB or BC examination; 2) by achieving a score of 550 or higher on the Mathematics Section of the SAT or a score of 22 or higher on the Mathematics Section of the ACT; 3) by completing Precalculus at Oglethorpe with a grade of "C-" or higher. (An equivalent precalculus course at another college or university fulfills the requirement but high school precalculus alone does not.) A grade of "C-" or higher must be earned in each freshman- and sophomore-level required course (100-level and 200-level). A grade-point average of 2.0 or higher is required in all required courses and electives for the major. The degree awarded is the Bachelor of Science.

Major

Requirements of the major include completion of the following courses:

BIO 101.	General Biology I
BIO 102.	General Biology II
BIO 201.	Genetics
BIO 413.	Biochemistry
CHM 101, 101L.	General Chemistry I with laboratory
CHM 102, 102L.	General Chemistry II with laboratory
CHM 201, 201L.	Organic Chemistry I with laboratory
MAT 111.	Statistics
PSY 101.	Psychological Inquiry
PSY 301.	Research Methods
PSY 309.	Behavioral Neuroscience

Each student must also complete four electives from the following options. At least one elective must be a biology course or Organic Chemistry II with laboratory.

BIO 202.	Microbiology
BIO 301.	Comparative Vertebrate Anatomy
BIO 302.	Human Physiology
BIO 315.	Animal Behavior *
BIO 316.	Cell Biology

BIO 414.	Molecular Biology and Biotechnology
CHM 202, 202L.	Organic Chemistry II with laboratory
PSY 201.	Developmental Psychology
PSY 203.	Learning and Conditioning
PSY 302.	Advanced Experimental Psychology
PSY 306.	Abnormal Psychology
PSY 307.	Cognitive Psychology
PSY 308.	Sensation and Perception
PSY 403.	Drugs, the Brain and Behavior

*Note: This course will not serve as the one biology elective by itself.

Business Administration

Business Administration prepares students for careers in the business world. Business teaches not only knowledge and use of business terminology but introduces all the major disciplines of a business entity. Throughout the curriculum there is a major emphasis on critical thinking, strategic thinking, leadership, problem solving, managerial skills and communication skills. Business students study all functional areas of business to enable them to have an appropriate foundation for related careers in advertising, financial services, banking or securities trading, marketing, management or to pursue graduate education. Internships are available to prepare students for careers after graduation.

In addition to preparing students for business careers and graduate school, the program in business administration is a good alternative for other careers. Students gain administrative skills and methods of inquiry that are applicable in governmental and non-profit organizations. Since much legal practice involves business and a knowledge of business terminology and institutions, this major is an excellent background for the study and practice of law.

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230. Financial Accounting
- ACC 231. Managerial Accounting
- BUS 260. Principles of Management
- BUS 310. Corporate Finance
- BUS 350. Marketing
- BUS 419. Management Science
- BUS 469. Strategic Management
- CSC 140. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics
- ECO 222. Intermediate Macroeconomics
- MAT 111. Statistics
- MAT 121. Applied Calculus

Three additional advanced-level courses must be successfully completed at the 300 or 400 level in accounting, business administration, economics and/or computer science. These courses may be taken in different areas or in a specific functional area as a concentration.

A concentration may be earned in the areas of finance, international business studies, management or marketing. For a course to be included as part of a student's concentration, it must be approved by the student's adviser.

Minor

A minor in business administration is designed to provide the student with an elementary foundation in the major disciplines within business administration. It is a useful minor for students who wish to prepare for an entry-level position in business while pursuing another major outside of business administration. It is also useful for those who wish to continue work after graduation toward a Master of Business Administration degree. The requirements for a minor are the successful completion with a grade of "C-" or higher in each 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 121. Introduction to Economics

BUS 110. Business Law I4 hours

This course is designed to give the student an awareness of a limited area of those aspects of the law which will be needed in day-to-day dealings with the problems of business. Special emphasis is placed upon the law of contracts, negotiable instruments, agency and a study of the Uniform Commercial Code as it applies.

BUS 111. Business Law II4 hours

This course is a study of partnerships, corporations, sales, bailments, security devices, property, bankruptcy and trade infringements. Prerequisite: BUS 110.

BUS 260. Principles of Management4 hours

This course is an introduction to the principles of management and administration. It includes the study of leadership, conflict resolution, decision making, and the general functions of management in large and small organizations. Students will use computers extensively to do active research and will learn spreadsheet and graphical tools to aid in the development of their decision-making skills.

BUS 310. Corporate Finance4 hours

This course is a study of the basic principles of organizational finance and its relation to other aspects of business management and to the economic environment within which the firm operates. Attention is given to basic financial concepts, techniques of financial analysis, sources of funding, asset management, capital budgeting, capital structure, cost of capital, time value of money and financial decision making under conditions of uncertainty. Prerequisites: ACC 231, ECO 121 and MAT 111.

BUS 350. Marketing4 hours

This course is concerned with the policies and problems involved in the operation of market institutions. It will examine broad principles and concepts involved in the operation of market planning, market segmentation, consumer behavior, product management and pricing, distribution and promotion of goods and services. Aspects of global marketing, current marketing topics and ethical and social responsibility issues in marketing are addressed. Prerequisites: ACC 231 and ECO 121.

BUS 351. Retailing.....4 hours

This course is designed to acquaint the student with one aspect of the marketing activity of distribution known as retailing. The course will involve looking at all the activities

necessary to sell goods and services to the final consumer. This will include an examination of such retail topics as consumer markets and behavior, retail site location, retail store operations and management, pricing and communication decisions, merchandising, decision analysis and evaluation and the regulatory, technological and ethical environments in which retailing operates. Prerequisite: BUS 350.

BUS 352. Marketing Communications4 hours

Principles, concepts and practices relating to the various kinds of communications employed to disseminate information about products and services to potential buyers are topics in this course. Communication methods to be studied include advertising, personal selling, sales promotion and public relations. The behavioral aspects of both messages and media will be explored. Prerequisite: BUS 350.

BUS 362. Human Resources Management4 hours

In this course students will explore the perspectives and challenges of Human Resources Management within the context of the emerging global economy. The class will look at traditional HRM topics such as selection and compensation and also at how students can manage their own human resource potential. Prerequisite: BUS 260.

BUS 370. International Business4 hours

This course is designed to acquaint the student with the problems encountered in conducting business outside one's own country and to provide a basis for evaluating the impact on business activities of changing economic, political and cultural factors. Cases will be used throughout the course to give the student experience with the problems and advantages of doing business across national frontiers. A cultural diversity simulation game also will be used. Prerequisite: BUS 260.

BUS 382. Management-Labor Relations4 hours

This course will explore the dynamic relationship between management and organized labor. The major topics to be covered include the history of the American labor movement, labor legislation, collective bargaining, grievance procedures, arbitration and unionization in the public sector. Prerequisite: BUS 260.

BUS 410. Advanced Corporate Finance4 hours

As a continuation of Corporate Finance, topics in this course will include capital budgeting, intermediate and long-term funding, current asset management, working capital management and dividend policy. Case studies will be used to emphasize actual business situations and to focus on the comprehensive financial management of the firm. Prerequisite: BUS 310.

BUS 411. Investments4 hours

This course is an introduction to the environment in which investment decisions are made. Topics explored will include efficient markets, the capital asset pricing model, term structure of interest rates, risk versus return and performance measures. Although the emphasis will be on stocks and bonds, other investments will be discussed. Prerequisite: BUS 310.

BUS 419. Management Science4 hours

This course is an introduction to operations research, model building, optimization, linear programming, inventory models and simulation. Major techniques and models of quantitative analysis as applied to business are studied. Prerequisites: CSC 140, MAT 111, and MAT 121.

BUS 450. Consumer Behavior4 hours

This course is designed to develop and enhance an understanding of how and why individuals, groups and organizations select, secure, use and dispose of products and the impact this has on consumers and society. The course is interdisciplinary, drawing upon the fields of economics, marketing, psychology and sociology. Ethical, legal and international aspects of consumer behavior are explored in the course. Prerequisite: BUS 350.

BUS 451. Interactive Marketing4 hours

This course is designed to introduce the student to the specialized field of interactive marketing which uses all media to effect a measurable consumer response. Topics to be explored include direct marketing planning, mailing lists and databases, media selection, techniques for creating and producing direct response campaigns, internet marketing and managing the interactive marketing operation. Prerequisite: BUS 350.

BUS 456. Marketing Research4 hours

This course is designed to explore topics such as the types of research, the research process, research design, sampling procedures, data collection methods, data analysis and preparation and presentation of research findings. A research project and presentation of findings is usually required in the course. Prerequisites: BUS 350, CSC 140 or equivalent and MAT 111.

BUS 461. Total Quality Management4 hours

This course will explore major systematic approaches to Total Quality Management. Students will examine quality management from a “profound knowledge” perspective (Deming, Pirsig, Goldratt) and will learn how to understand quality as a concept for achieving effective management within a firm and in one’s own life. Prerequisites: BUS 260 and MAT 111.

BUS 462. Recruitment and Selection4 hours

This course will present the information needed to develop and implement an effective employee selection program. Topics include selection measures such as predictors (background information, interviews and tests), criteria (work sample data, personnel data, etc.), validity and reliability of measures, job analysis techniques and selection instruments including weighted application blanks, interviews, ability tests, personality assessment and the performance tests. Legal and ethical issues are discussed throughout. Prerequisite: BUS 362.

BUS 469. Strategic Management4 hours

This course is the capstone integration course for the business program. Students learn integrative thinking skills and strategic management tools through both the reading of conceptual work and the extensive use of the case studies. This course must be taken in residence in order to fulfill the requirements for a degree in this major. Prerequisites: BUS 260, BUS 310 and BUS 350.

BUS 490. Internship in Business Administration1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at Office Depot, the Metro Atlanta Chamber of Commerce, SunTrust Bank and the Atlanta Thrashers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

BUS 494. Independent Study in Business Administration1-4 hours

Supervised research on a selected topic in business administration. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

BUS 495. Special Topics in Business Administration4 hours

An intense study of diverse business topics under the direct supervision of a business administration faculty member. Prerequisite: Permission of the instructor.

Chemistry

The chemistry program covers four general areas of chemistry: inorganic, organic, physical and analytical. The first half of a student's chemistry curriculum involves courses which present the fundamentals of the various areas. The second half of the curriculum consists of advanced courses which cover specialized topics in chemistry. In addition to factual knowledge about chemistry, the student gains an understanding about the scientific method and a systematic approach to research. A large portion of the chemistry curriculum includes laboratory courses. These courses teach the techniques and skills used in chemical experimentation.

A student who has completed the Bachelor of Science program in chemistry has several career options. These options include technical or analytical work in a chemical laboratory and non-research positions in the chemical industry such as sales or marketing. Another option is to enter a graduate or professional school. Graduates interested in doing chemical research should pursue the M.S. or Ph.D. degrees. Those interested in professions such as medicine or dentistry would enter the appropriate professional school after receiving the Bachelor of Science degree. Lastly, the chemistry major is an excellent preparation for careers as diversified as patent law and teaching.

A grade of "C-" or higher must be obtained in each freshman- and sophomore-level science course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

All 100-level science courses (General Biology I, General Chemistry I, General Chemistry I Laboratory, General Physics I and General Physics I Laboratory) have the same mathematics prerequisite. There are three ways that students can fulfill this mathematics requirement: 1) by achieving a score of 2, 3, 4 or 5 on the Advanced Placement Calculus AB or BC examination; 2) by achieving a score of 550 or higher on the Mathematics Section of the SAT or a score of 22 or higher on the Mathematics Section of the ACT; 3) by completing Precalculus at Oglethorpe with a grade of "C-" or higher. (An equivalent precalculus course at another college or university fulfills the requirement but high school precalculus alone does not.) College Physics I has Calculus I as a prerequisite or corequisite, meaning Calculus I must be taken simultaneously with College Physics I if Calculus I has not been completed earlier.

Students who are interested in scientific illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major.

Major

The requirements for a major in chemistry are as follows: General Chemistry I and II, Organic Chemistry I and II, Elementary Quantitative Analysis, Instrumental Methods of Chemical Analysis, Physical Chemistry I and II, Inorganic Chemistry, Advanced Organic Chemistry and Organic Spectroscopy. Each requirement has a respective laboratory which must be taken concurrently with the course. The degree awarded is the Bachelor of Science.

Minor

The requirements for a minor in chemistry are as follows: General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis (with laboratory) and one additional lecture course in chemistry.

CHM 101, CHM 102. General Chemistry I, II4 plus 4 hours

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: MAT 102 and MAT 103 with a grade of "C-" or higher in each course. Corequisites: CHM 101L and CHM 102L. A grade of "C-" or higher must be earned in CHM 101 before taking CHM 102.

CHM 101L, CHM 102L. General Chemistry Laboratory I, II1 plus 1 hour

The laboratory course is designed to complement CHM 101 and CHM 102. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Corequisites: CHM 101 and CHM 102.

CHM 201, CHM 202. Organic Chemistry I, II4 plus 4 hours

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 101 and CHM 102 with a grade of "C-" or higher in each course. Corequisites: CHM 201L and CHM 202L. A grade of "C-" or higher must be earned in CHM 201 before taking CHM 202.

CHM 201L, CHM 202L. Organic Chemistry Laboratory I, II1 plus 1 hour

The laboratory course is designed to complement CHM 201 and CHM 202. 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. Corequisites: CHM 201 and CHM 202.

CHM 301, CHM 302. Physical Chemistry I, II4 plus 4 hours

A systematic study of the foundations of chemistry. Particular attention is paid to thermodynamics, including characterization of gases, liquids, solids and solutions of electrolytes and nonelectrolytes; the First, Second and Third Laws; spontaneity and equilibrium; phase diagrams and one- and two-component systems; electrochemistry; an introduction to the kinetic theory and statistical mechanics. Additionally, both phenomenological and mechanistic kinetics are presented, as is a brief introduction to quantum mechanics. Prerequisites: MAT 233, CHM 202, and PHY 102 with a grade of "C-" or higher in each course.

CHM 301L, CHM 302L. Physical Chemistry Laboratory I, II1 plus 1 hour

Intended to complement the physical chemistry lecture courses, these courses provide the student with an introduction to physico-chemical experimentation. Corequisites: CHM 301, 302.

CHM 310. Elementary Quantitative Analysis4 hours

An introduction to elementary analytical chemistry, including gravimetric and volumetric methods. Emphasis is on the theory of analytical separations, solubility, complex, acid-base and redox equilibria. Intended for both chemistry majors and those enrolled in pre-professional programs in other physical sciences and in the health sciences. Prerequisite: CHM 201 with a grade of "C-" or higher.

CHM 310L. Elementary Quantitative Analysis Laboratory1 hour

Analyses are carried out in this course which illustrate the methods discussed in CHM 310. Corequisite: CHM 310.

CHM 422. Instrumental Methods of Chemical Analysis4 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. Offered in alternate years. Prerequisite: CHM 310 with a grade of "C-" or higher.

CHM 422L. Instrumental Methods Laboratory1 hour

This laboratory accompanies CHM 422 and will consider the practical applications of modern instrumentation in analytical chemistry. Corequisite CHM 422.

CHM 424. Advanced Organic Chemistry4 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.

CHM 424L. Advanced Organic Chemistry Laboratory1 hour

Intended to complement Advanced Organic Chemistry, this course will investigate general reactions and mechanistic principles in organic synthesis. The study will require the multistep synthesis of various organic molecules. Corequisite: CHM 424.

CHM 432. Inorganic Chemistry4 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. Offered in alternate years. Prerequisite or corequisite: CHM 302.

CHM 432L. Inorganic Chemistry Laboratory1 hour

Intended to complement Inorganic Chemistry, this course provides experience in the methods of preparation and characterization of inorganic compounds. Corequisite: CHM 432.

CHM 434. Organic Spectroscopy4 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.

CHM 434L. Organic Spectroscopy Laboratory1 hour

Students enrolled in this course use various spectrometers for qualitative and quantitative analysis. Corequisite: CHM 434.

CHM 490. Special Topics in Chemistry1-5 hours

Advanced topics will be offered in the following fields: Organic Chemistry, Organic Qualitative Analysis, Biochemistry, Theoretical Chemistry and Advanced Inorganic Chemistry. Prerequisite: Permission of the instructor.

CHM 499. Independent Study in Chemistry1-5 hours

This course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Communication and Rhetoric Studies

The program in communication and rhetoric studies prepares students to become critically reflective citizens and practitioners in professions, including journalism, public relations, law, politics, broadcasting, advertising, public service, corporate communications and publishing. Students learn to perform effectively as ethical communicators - as speakers, writers, readers and researchers who know how to examine and engage audiences, from local to global situations. Majors acquire theories, research methods and practices for producing as well as judging communication of all kinds - written, spoken, visual and multi-media. The program encourages students to understand messages, audiences and media as shaped by social, historical, political, economic and cultural conditions. Students have the opportunity to receive hands-on experience in a communication field of their choice through an internship. A leading center for the communications industry, Atlanta provides excellent opportunities for students to explore career options and apply their skills.

The major in communication and rhetoric studies consists of at least nine courses (36 semester hours) in the discipline, only one of which may be an internship. All majors must complete a minor course of study to connect their field to a related body of knowledge and to enhance career possibilities. Students are encouraged to broaden their knowledge and skills through this required minor in such areas as art, philosophy, psychology, business administration, politics and international studies. Students completing courses toward a major or minor in communication and rhetoric studies must earn a grade of "C-" or higher. The degree awarded is the Bachelor of Arts.

Major

The following courses are required:

- CRS 101. Theories of Communication and Rhetoric
- CRS 110. Public Speaking I
- CRS 390. Advanced Topics in Communication and Rhetoric Studies
- One year of a foreign language at the first-year college level (or the equivalent determined through testing)

Two courses selected from the following:

- CRS 240. Journalism
- CRS 260. Writing for Business and the Professions
- CRS 320. Persuasive Writing

Four courses selected from the following list with at least three of them bearing the CRS designation. Advanced Topics in Communication and Rhetoric Studies may be taken more than once.

- CRS 111. Public Speaking II
- CRS 220. Investigative Writing
- CRS 250. Broadcasting and the New Electronic Media
- CRS 380. Independent Study in Communication and Rhetoric Studies
- CRS 390. Advanced Topics in Communication and Rhetoric Studies
- CRS 401. Internship in Communication and Rhetoric Studies
- ENG 230. Creative Writing
- ENG 231. Biography and Autobiography
- ENG 331. Writing Prose, Fiction, and Nonfiction
- WRI 381. Independent Study in Writing
- WRI 391. Special Topics in Writing

Minor

A student may take a communication and rhetoric studies minor or writing minor, but not both. The minor consists of 20 semester hours. (For the requirements of the writing minor, please see the description of the writing minor in alphabetical order below).

The following course is required:

- CRS 101. Theories of Communication and Rhetoric

One course selected from the following:

- CRS 240. Journalism
- CRS 260. Writing for Business and the Professions
- CRS 320. Persuasive Writing

Three courses selected from the following. Advanced Topics in Communication and Rhetoric Studies may be taken more than once.

- CRS 110. Public Speaking I
- CRS 111. Public Speaking II
- CRS 220. Investigative Writing
- CRS 240. Journalism
- CRS 250. Broadcasting and the New Electronic Media
- CRS 260. Writing for Business and the Professions
- CRS 390. Advanced Topics in Communication and Rhetoric Studies
- WRI 391. Special Topics in Writing

CRS 101. Theories of Communication and Rhetoric4 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: interpersonal communication, public communication, mass communication, intercultural and gendered communication and organizational communication. The ethical implications of these theories will also be considered.

CRS 110. Public Speaking I4 hours

This course is designed to develop and enhance students' ability to communicate effectively to any audience. Students will deliver both prepared and impromptu speeches. They will give humorous and inspirational speeches as well as informational speeches focusing on organization and the use of visual aids. Students develop all the tools necessary to effectively communicate - their voice, their gestures, their body language and their eye contact. They will receive timely written and oral feedback from the instructor. Speeches will be videotaped and critiqued. The goal is to become a more polished and confident speaker. Prerequisite: Students who speak English as a second language must have permission of the instructor.

CRS 111. Public Speaking II4 hours

This course develops communication skills gained in Public Speaking I. Students will learn to convey their messages directly, confidently and persuasively. Students will practice delivering persuasive speeches for a variety of occasions from the classroom to the boardroom. They will learn to make the closing argument to the jury, to field the difficult interview question, to close the sale, to give the congratulatory toast and to deliver the inspirational speech. Speeches will be videotaped and critiqued. Prerequisites: CRS 110 and students who speak English as a second language must have permission of the instructor.

CRS 220. Investigative Writing4 hours

This expository writing course is designed to develop research and writing skills. Emphasis will be on learning a wide range of library and internet-based research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects and to analyze and revise their own writing. Recommended for freshmen and sophomores. Prerequisite: COR 101.

CRS 240. Journalism4 hours

This course teaches the fundamentals of journalistic news writing and reporting. From interviews to the internet, students will learn how to gather information from a variety of sources and write stories using different types of leads, endings and structures. They will also engage in a critique of today's journalistic practices. Offered in the fall.

CRS 250. Broadcasting and the New Electronic Media4 hours

This course is designed to introduce students to the economic, regulatory and creative forces that shape the broadcast industry. The course will raise theoretical questions and practical concerns about the different types of media (TV, radio and the internet) that deal with the electronic transmission of information. The focus will be on industry trends and on current issues facing these media industries.

CRS 260. Writing for Business and the Professions4 hours

This course is for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences

in business and the professions. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports and manuals. Other elements of the course may include oral presentations. Prerequisites: COR 101 and COR 102.

CRS 320. Persuasive Writing4 hours

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. This course is open to sophomores, juniors and seniors only. Offered in the fall. Prerequisites: COR 101 and COR 102.

CRS 380. Independent Study in Communication and Rhetoric Studies1-4 hours

Supervised independent communications project. Prerequisites: The student must 1) have junior standing, 2) have a grade-point average of 3.0, 3) be pursuing a major in communication and rhetoric studies and 4) submit a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

WRI 381. Independent Study in Writing1-4 hours

Supervised independent writing project. Prerequisites: The student must 1) have junior standing, 2) have a grade-point average of 3.0, 3) be pursuing a minor in writing or a major in communication and rhetoric studies and 4) submit a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

CRS 390. Advanced Topics in Communication and Rhetoric Studies4 hours

This advanced course will examine selected topics in rhetoric, communication or media studies, such as Issues in Global Media; Civic Literacy; Global Culture and Rhetoric; Rhetoric of Human Rights; Gendered Communication and Rhetoric; Media, Culture and Society; Political Rhetoric; Mass Media Effects; Video Production; Documentary Filmmaking. Prerequisites: See individual course listing in current semester class schedule. This course may be taken more than once.

WRI 391. Special Topics in Writing4 hours

Study of a selected topic in the field of writing, such as Public Relations Writing, Scientific and Technical Writing, Oral History and The Art of the Essay. The topic will vary from year to year and may be offered by communication and rhetoric studies faculty or English faculty. Prerequisites for special topics taken with communication and rhetoric studies faculty: See individual course listing in current semester class schedule.

CRS 401. Internship in Communication and Rhetoric Studies1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. An internship for the writing minor must be writing intensive. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor, and write a

research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at CNN, Fox 5, WSB-TV, Green Olive Media and The Atlanta Journal-Constitution. Students are strongly encouraged to do multiple internships, but only 4 semester hours can be applied as elective credits to the major. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Computer Science

Minor

A minor in computer science consists of five computer science courses, one of which must be Principles of Computer Programming in Java or Principles of Computer Programming in C++ and no more than two of which may be below the 300 level. Internship in Computer Science may not be used as one of the five courses in a computer science minor.

CSC 140. Data Manipulation Software2 hours

This course introduces the use of spreadsheet and database software to organize, manage, present and make calculations from data. The course is designed for business and science majors; however, other students are welcome. Integrating spreadsheets and databases, transferring data and custom programming are emphasized. The course uses Microsoft Office.

CSC 243. Principles of Computer Programming in C++4 hours

This course introduces the student to the fundamental techniques of problem solving and algorithm construction within the context of the C++ programming language. The student will design and complete several substantial programming projects, most having significant mathematical content. Topics include data types, control structures, file manipulation, functions, parameters, structures, unions, classes, arrays, dynamic data structures, abstract data types, object-oriented programming and separate compilation units. Prerequisite: MAT 102 or by examination.

CSC 244. Principles of Computer Programming in Java4 hours

This course introduces the student to the fundamental techniques of problem solving and algorithm construction within the context of the Java programming language. The student will design and implement several substantial programming projects, most having significant mathematical content. Topics include data types, control structures, file manipulation, functions, parameters, classes, arrays, dynamic data structures, object-oriented programming, separate compilation units, HTML and world wide web programming. Prerequisite: MAT 102 or by examination.

CSC 342. Introduction to Data Structures in Ada4 hours

This course uses Ada language constructs to introduce the student to the important concepts of static and dynamic data representation, which, along with effective algorithm development, are essential components of successful computer program development. Topics include arrays, records, files, pointers, linked lists, stacks, queues, priority queues, sets, trees, b-trees, strings, abstract data types, sorting and searching techniques and implementation procedures. Prerequisite: CSC 243 or CSC 244.

CSC 344. Principles of File Processing in COBOL4 hours

This course provides an accelerated introduction to the COBOL language and to standard techniques for managing data in computer files. Students will use COBOL to program solutions to problems which arise predominantly, though not exclusively, in business environments. Topics include file creation and updating, merging and searching, report generation, subprograms, separate compilation units, interactive programming, elementary concepts of database management and sequential, indexed and relative files. Prerequisite: CSC 243 or CSC 244.

CSC 440. Principles of Object-Oriented Programming Using C++4 hours

This course includes a comprehensive treatment of the C++ programming language, using the object-oriented methodology. Fundamental C++ programming constructs will be discussed, including native types, control structures, functions, parameters, pointers, structures, unions, classes, file manipulation, arrays, dynamic data structures and separate compilation units. In addition, the student will study such important object-oriented notions as objects, constructors, parametric polymorphism and exceptions. Prerequisite: CSC 243 or CSC 244.

CSC 441. Assembly Language and Computer Architecture4 hours

This course provides a concentrated introduction to assembly language programming for the 8086/8088 family of microprocessors and to the architecture embodied in those processors. Special attention will be given to implementing the familiar control structures of a high-level language using assembly language's much more restricted instruction set and to the problems of decimal and floating point numeric representation, conversions, and computations. Topics include structured programming, control structures, object library maintenance, macro programming, interrupts, registers, buses, bit manipulation, memory management, input/output file manipulation, strings and interfacing with high-level languages. Prerequisite: CSC 243 or CSC 244.

CSC 442. Special Topics in Computer Science4 hours

This course focuses on a variety of timely concepts and useful language environments. Current topics include artificial intelligence, machine simulators, compiler and assembler construction, computer-aided instruction, graphics, database management, computer architecture, operating systems and systems programming. These topics may be examined in the context of languages such as Ada, assembly language, COBOL, C++, Forth, LISP, Logo, Pascal, Scheme, Visual BASIC and applications software. Prerequisite: CSC 342 or CSC 344.

CSC 443. Independent Study in Computer Science1-4 hours

Supervised research on a selected topic in computer science. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

CSC 446. Internship in Computer Science1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour

of credit. An extensive list of internships is maintained by career services, including opportunities at Array Computer Technologies, the Nwoko Group and the Catapult Group. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Economics

Economics is the study of decision making. Economics is used to examine individual behavior, interactions and the resulting social order. Basic economic principles govern all action. It is valuable to go into negotiations in markets, as well as the voting booth, prepared with a clear understanding of the business strategies, government policies and decision outcomes that will affect society. Knowledge of how markets function is helpful to both business people and voters who will make decisions about such market-related economic matters as taxes, interest ceilings, minimum wages and public utility rates. A student majoring in economics will evaluate property rights assessments, the incentives created and resulting social order, replacing uninformed opinions about complex situations with disciplined thought.

Students majoring in economics will be prepared to analyze complex problems and communicate their findings. The student will be introduced to the technical terminology of business, analytical tools for problem solving and communication methods, including business writing and presentation. Internships are available to provide preparation for careers after graduation.

The major provides an excellent foundation for careers in business, law, politics, as well as government and other not-for-profit entities or to pursue graduate studies in economics or business administration.

Major

Students pursuing a Bachelor of Science degree must complete the following requirements with a grade of "C-" or higher:

- ACC 230. Financial Accounting
- ACC 231. Managerial Accounting
- BUS 260. Principles of Management
- BUS 310. Corporate Finance
- BUS 350. Marketing
- BUS 419. Management Science
- BUS 469. Strategic Management
- CSC 140. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics
- ECO 222. Intermediate Macroeconomics
- MAT 111. Statistics
- MAT 121. Applied Calculus

Major

Students pursuing a Bachelor of Arts degree must complete the following requirements with a grade of "C-" or higher:

- BUS 419. Management Science
- CSC 140. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics

ECO 222. Intermediate Macroeconomics

MAT 111. Statistics

MAT 121. Applied Calculus

One semester of a foreign language at the second semester elementary-level or higher

Minor

Students desiring to minor in economics must complete the following courses with a grade of "C-" or higher:

ECO 121. Introduction to Economics

ECO 221. Intermediate Microeconomics

ECO 222. Intermediate Macroeconomics

In addition the student must complete two additional electives in economics.

ECO 121. Introduction to Economics4 hours

This course is designed to familiarize the student with basic economic principles and concepts. The student will be introduced to a few key economic principles that can be used in analyzing various economic events. The materials will include a history of economic thought, monetary and financial economics and supply and demand analysis.

ECO 221. Intermediate Microeconomics4 hours

This course develops the economic principles necessary to analyze and interpret the decisions of individuals and firms with respect to consumption, investment, production, pricing and hiring. The principles are used to understand the behavior of business firms and public policy-making institutions. Prerequisites: ECO 121 and MAT 121.

ECO 222. Intermediate Macroeconomics4 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. Prerequisite: ECO 121.

ECO 223. United States Economic History4 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 121.

ECO 323. International Economics4 hours

This course is a study of international trade and finance. The microfoundations 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 macrofoundations 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 121.

ECO 324. History of Economic Thought4 hours

This course is a study of the major writers and schools of economic thought related to the economic, political and social institutions of their times: the Medieval, Mercantilist, Physiocrat, Classical, Marxist, Historical, Neoclassical, Institutional, Keynesian and post-Keynesian schools. Prerequisite: ECO 121.

ECO 420. Economic Development4 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. Prerequisites: ECO 221 and ECO 222.

ECO 421. Money and Banking4 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: CSC 140, ECO 221 and ECO 222.

ECO 423. Business Structure and Antitrust Law4 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 221 with a grade of "C-" or higher.

ECO 424. Labor Economics4 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 221 and ECO 222.

ECO 425. Public Finance4 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 221 and ECO 222.

ECO 426. Internship in Economics1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Federal Reserve Bank and Prudential Securities. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ECO 427. Independent Study in Economics1-4 hours
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

ECO 428. Special Topics in Economics4 hours
An intense study of diverse topics under the direct supervision of an economics faculty member. Prerequisite: Permission of the instructor.

Education - Master of Arts in Teaching Early Childhood Education (GRADES P-5)

The Master of Arts in Teaching Early Childhood Education (Grades P-5) program at Oglethorpe University is based on a commitment to a broad liberal arts background as the best content preparation for teaching and to preparing teachers for the diverse populations of metropolitan schools of the 21st century. The program emphasizes strong academic preparation and the role of teacher as learner. Teacher education programs at Oglethorpe have strong connections to the Atlanta community - both urban and suburban. The program offers both the Master of Arts in Teaching Early Childhood Education (Grades P-5) degree and initial certification for early childhood educators upon recommendation to the Georgia Professional Standards Commission. Successful completion of all program requirements is necessary to be recommended for a teaching certificate.

The following three courses are offered as corequisites to the Master of Arts in Teaching Program.

EDU 101. Introduction to Education4 hours
This course is a study of the historical development, the philosophy and the political and social issues underlying the American educational system and the teaching profession. Provision is made for classroom observation in public schools in the Atlanta area.

EDU 201. Educational Psychology4 hours
This course will encompass learning theory and its application to such problems as classroom management, the organization of learning activities, understanding individual differences and evaluating teaching and learning. Emphasis is given to factors which facilitate and interfere with learning. Prerequisite: PSY 101 with a grade of "C" or higher.

EDU 401. The Exceptional Child4 hours
This course is designed to assist regular classroom teachers in the identification and education of children who have special needs. In addition to characteristics of special learners, students will study topics such as the referral process, educational approaches for use with special learners, methods of diagnostic teaching, mainstreaming and inclusion. Prerequisite: EDU 201 with a grade of "C" or higher.

Admission to the Graduate Program

Application forms may be obtained from the Division of Education. To be admitted to the graduate program, applicants must meet the following admission criteria:

1. Completion of a bachelor's degree at a regionally accredited institution. Oglethorpe undergraduate students may be able to "bridge" into the Master of Arts in Teaching Early Childhood Education Program in the final semester of their senior year. To prepare for this option, those undergraduate students who are interested should see a faculty member in the Division of Education early in their Oglethorpe tenure.
2. A minimum undergraduate grade-point average of 2.8 from all college work.
3. Corequisites as follows:
 - two courses in humanities (including English composition)
 - two courses in social studies
 - two courses in mathematics
 - two courses in laboratory science
 - two courses in the arts
 - EDU 101 Introduction to Education or equivalent
 - EDU 201 Educational Psychology or equivalent
 - EDU 401 The Exceptional Child or equivalent
 - PSY 201 Developmental Psychology or equivalent
4. A passing score on all sections (reading, writing and mathematics) of the Praxis I Pre-Professional Skills Test (PPST) or SAT, GRE or ACT scores that allow for exemption of Praxis I. Exempting scores are as follows:
 - SAT total score 1000, with at least 480 verbal and 520 mathematical
 - ACT total score 22, with at least 21 verbal and 22 mathematical
 - GRE total score 1030, with at least 490 verbal and 540 quantitative
5. A combined score of 1000 on the verbal and quantitative portions of the GRE, with a minimum of 500 on the verbal section.
6. A 500- to 1000-word written "Experience Statement" that describes experiences working with children as, for example, a tutor, camp counselor, day care worker, church school teacher, substitute teacher or volunteer working with children.
7. Three letters of recommendation, including one from a faculty adviser, one from another university professor and one from a supervisor in a work or volunteer setting.

Note: Admission to the graduate program does not indicate ultimate acceptance as a candidate for the master's degree. See Admission to Candidacy below.

Program Completion Requirements

Candidates for the degree and initial certification must meet the following requirements:

1. Maintain a cumulative grade-point average of 3.0 or higher for all work taken at Oglethorpe.
2. Complete all courses in the Master of Arts in Teaching Early Childhood Education program (48 semester hours) with a grade of "C" or higher.
3. Complete 50 hours of field experience during fall and spring enrollment in the program and a semester-long student teaching experience - EDU 619 Student Teaching and Capstone Seminar.
4. Pass the appropriate Praxis II tests prior to enrolling for EDU 619 Student Teaching and Capstone Seminar.
5. Complete EDU 619 Student Teaching and Capstone Seminar successfully. In order to enroll in the course, students must show proof of liability insurance and sign the "Personal Affirmation," affirming their legal status and giving the Georgia Professional Standards Commission the right to perform a background check, if required. Student teaching placement in some school districts may also require a background check and/or fingerprinting.

6. Complete InTech training and present a certificate of completion.
7. Compile and successfully present an electronic professional portfolio. In this portfolio, candidates must demonstrate their knowledge base for each of the 10 INTASC standards.

Admission to Candidacy

Graduate students must be admitted to candidacy before enrolling for EDU 619 Student Teaching and Capstone Seminar. The candidacy application must be filed with the chair of the Division of Education. Admission to candidacy may be given or denied following a careful review of all work of the student, including participation in field experience. Notice of action taken on the candidacy application will be given in writing to the student.

Residency Requirements

At least 30 semester hours of graduate work must be completed at Oglethorpe University.

Transfer Credit

The Master of Arts in Teaching Early Childhood Education program at Oglethorpe is unique in both conception and implementation. For this reason, only limited transfer credit is possible. A maximum of eight semester hours of credit may be transferred from another accredited graduate institution subject to the following conditions:

1. Transfer credit may be awarded for courses that are comparable to EDU 602 Cultural Psychology and/or EDU 603 Assessing Teaching and Learning. Transfer credit cannot be accepted for other courses.
2. Determination of transfer credit is made by the chair of the Division of Education in consultation with the student's adviser and the faculty member who teaches that course. The student must present a catalog course description for the requested course. Work already applied toward another degree cannot be accepted.
3. Work must have been completed within the previous six years and must have been applicable toward a graduate degree at the institution where the credit was earned.
4. Acceptance of transfer credit does not reduce the residency requirement.
5. An official transcript showing the credits to be transferred must be on file in the registrar's office. A copy of the transcript should be attached to the request.
6. Under no circumstances may credit earned through correspondence or online courses be applied toward satisfaction of graduate degree requirements.

Advisement and Registration

Upon admission to the graduate program, each student is assigned to a member of the faculty of the Division of Education who serves as adviser to guide the student in planning the program of study. Registration dates for each semester are listed in the Academic Calendar in this *Bulletin*. Preregistration occurs in November for the spring semester and in April for the summer and fall semesters. Students must meet with their advisers to plan for registration for courses.

Course Load

A full-time course load for graduate students is 12 semester hours or three courses.

Tuition and Fees

An application fee (non-refundable) of \$35 must accompany the application. Tuition is charged on a per-course basis. All fees are subject to change. Please direct inquiries regarding current fees to the business office. An application for degree must be made by mid-October in the registrar's office prior to completion of degree requirements the following December, May or August, at which time a \$105 degree completion fee is due.

Academic Standards

Candidates for the master’s degree must meet the following academic standards:

1. The student’s overall grade-point average for work in the graduate program must be 3.0 or higher.
2. If in any case the candidate fails to maintain satisfactory academic and professional standards, a review by the Teacher Education Council will determine the student’s continuation in the program.
3. Any student who falls below a 3.0 grade-point average or has a total of two course grades of “C” or below will be placed on academic probation. A student who received a third grade of “C” or less or who does not achieve a 3.0 grade-point average upon completion of three additional graduate courses will be dismissed from the program.

EDU 601. Exploring Constructivist Teaching and Learning4 hours

The purposes of this course, the first in the Master of Arts in Teaching program sequence, are to explore the historical and philosophical foundations of constructivist teaching and learning and to provide learners with pedagogical skills to plan, implement and assess inquiry-based instruction. Students will engage in regular and systematic reflection on their developing knowledge and then apply their knowledge in field-based classroom experiences in diverse settings.

EDU 602. Cultural Psychology4 hours

Cultural psychology is an interdisciplinary field between psychology and anthropology. It focuses on the ways in which culture and mind, and more specifically, culture and self, mutually constitute each other. Therefore, cultural psychology primarily addresses how the mutual constitution of culture and self has implications for cross-culturally divergent psychological patterns in cognition, emotion, motivation, moral reasoning and psychopathologies.

EDU 603. Assessing Teaching and Learning4 hours

This course provides an introduction to the concepts and skills needed to develop paper-and-pencil and performance assessments for formative and summative classroom evaluation. Planning student evaluations, coordinating evaluations with objectives, item development, item analysis, relating evaluation to instruction, grading and reporting achievement outcomes to students, parents and school personnel are discussed.

EDU 605. Literacies Workshop4 hours

This course is an introduction to tools for developing literacy in the broadest sense of the word with a focus on literacy in mathematics, language arts and technology. The course is workshop based, involving students in developing their own literacies as they learn ways to support children’s literacy development. Prerequisite: EDU 601.

EDU 611. Arts of Diverse Peoples4 hours

This course provides future teachers with an appreciation and understanding of the arts disciplines of music, visual art, dance and theatre as a means to understand self, others and the human condition. It also offers students an opportunity for personal inquiry experiences and skill development in the arts so that they feel prepared to incorporate study of the arts into their classrooms. Students will engage in regular and systematic reflection on their developing knowledge base. Students will also apply their knowledge in field-based classroom experiences in diverse settings.

EDU 612. Literacy and Literature4 hours

This course prepares students to be literacy teachers in diverse early childhood classrooms. The course includes methods of literacy instruction and explorations in literature from various cultural perspectives. Students will engage in regular and systematic reflection on their developing knowledge base and apply their knowledge in field-based classroom experiences in diverse settings.

EDU 613. Studies of Diverse Cultures4 hours

This course includes exploration of social studies content and methods for teaching social studies in early childhood education. From a variety of perspectives, students will examine the types of questions social scientists ask about human experience, institutions and interactions. In the course, prospective teachers will use appropriate methods of inquiry to investigate some of those questions. They will engage in regular and systematic reflection on their developing knowledge base and then apply that knowledge in field-based classroom experiences in diverse settings.

EDU 614. Mathematical Inquiry4 hours

The foundation for this course is that knowing mathematics is doing mathematics; thereby, students will be prepared to teach mathematics well. The focus is mathematics content: number systems, geometry and an additional unit (from probability/statistics, graph theory or another appropriate area). Methods, assessment, technology and historical perspective are integral to this course.

EDU 615. Inquiring Into Science4 hours

In this course, students will explore nature, content and processes of science while examining current best practices and issues in teaching science to children. Students will understand the role that inquiry plays in the development of scientific knowledge. Students will explore relationships between science, technology and other curriculum areas in a community of diverse elementary learners.

EDU 619. Student Teaching and Capstone Seminar12 hours

Student teaching, a supervised internship semester in a diverse elementary public school classroom, is the capstone experience in teacher preparation, the point at which theory and practice converge. The course includes 14 weeks of full-time participation and teaching in a public school classroom with weekly seminar meetings for professional development.

EDU 629. Advanced Special Topics in Education1-12 hours

Advanced courses are offered to respond to topical needs of the curriculum.

Engineering - Dual Degree

Oglethorpe is associated with the Georgia Institute of Technology, the University of Florida, Auburn University, Mercer University and the University of Southern California in combined programs of liberal arts and engineering. The programs require the student to complete three years at Oglethorpe University and the final two years at one of these engineering schools. The three years at Oglethorpe include Core Curriculum courses, General Chemistry I and II, College Physics I and II, Calculus I-III, a choice of Differential Equations or Linear Algebra and other courses chosen based upon the student's intended engineering area of specialization. The two years of technical education require the completion of courses in one of the branches of engineering.

In this combined plan, the two degrees which are awarded upon the successful completion of the program are the degree of Bachelor of Arts by Oglethorpe University and the degree of Bachelor of Science in Engineering by the engineering school. Because the required pre-engineering curricula of the five affiliated schools are slightly different, the student is advised to consult frequently with the faculty member serving as dual degree engineering program adviser.

Engineering is a difficult subject. Students can maximize their chances for success by starting at Oglethorpe where the faculty's primary concern is effective teaching and working closely with students. Classes are small, and laboratories offer the opportunity for hands-on experience with sophisticated equipment. This strong foundation gives the student an excellent preparation for professional school, resulting in more effective learning in advanced engineering courses. As a liberal arts and sciences university, Oglethorpe stresses broad education for intelligent leadership. Here, the student will explore the fundamental fields of knowledge, further his or her understanding of science and mathematics and refine the abilities to read, write, speak and reason with clarity. This preparation will serve the student well in any career but particularly so in the engineering field. With strong preparation in engineering plus a liberal arts education, the student will be ready for a variety of career positions. The dual degree engineering program provides an education that is both broad and deep - a combination that will serve the graduate well as career responsibilities increase.

Note: Dual-degree students in engineering may not use Oglethorpe financial aid assistance to attend other institutions.

English

In literature courses, students examine written works to determine their meaning, to reach judgments about their value, to explore their relation to life and to derive pleasure. To these ends, students make written and oral analyses, supporting their conclusions with close examination of specific passages from the works of literature being studied. In both literature and writing courses, students learn to compose their generalizations and supporting details into a coherent 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.

An English major at Oglethorpe 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 major and courses in business administration or an accounting minor may be very attractive to prospective employers. The course Writing for Business and the Professions focuses on the kinds of speaking and writing abilities graduates will need to get and keep jobs in personnel, sales and management. Oglethorpe graduates also work in public relations and editing, where they use their skill with words - a major emphasis of every English course. They go into teaching and sometimes work for publishers, television stations, film-making companies or computer firms. They write press releases, training manuals, in-house newspapers and news copy.

To help students bridge the gap between academic life and work experience, Oglethorpe places English 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.

Major

Students who major in English are required to take four period courses: Ancient Literature, Medieval and Renaissance Literature, 18th and 19th Century Literature and Modern and Contemporary Literature. Students also are required to take one writing course; Shakespeare or Chaucer; four electives from the upper-level (200 and 300) literature courses and one semester of a foreign language at the second semester elementary-level or higher. The degree awarded is the Bachelor of Arts.

Minor

Students who minor in English are required to take a minimum of five literature courses. At least three of these must be upper-level (300) courses.

ENG 100. Independent Study in Literature and Composition1-4 hours

Supervised study in specified genres or periods. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

ENG 101. Ancient Literature4 hours

This course will examine the literature of the ancient world. Although the primary focus will be on Greek, Roman and Hebrew culture, non-Western materials may also be studied. Works and authors might include: Gilgamesh, Homer, Job and Virgil.

ENG 102. Medieval and Renaissance Literature4 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: Chretien, Dante, *The Tale of Genji*, Chaucer, Montaigne, Shakespeare, Cervantes and Milton.

ENG 103. 18th and 19th Century Literature4 hours

Authors in this course might include: Defoe, Pope, Basho, Austen, Emerson, Twain and George Eliot.

ENG 104. Modern and Contemporary Literature4 hours

This course will investigate the literature of the 20th century. Authors might include: T.S. Eliot, Woolf, Lawrence, Frost, Morrison and Marquez.

ENG 201. Chaucer4 hours

Students will learn to read and appreciate the works of Geoffrey Chaucer, the first great English poet, in his original language; to enjoy the rich and varied nature of his works; to appreciate why he is called “the Father of English.” Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 202. Shakespeare4 hours

The plays and theatre of William Shakespeare. Offered in alternate years. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG. 230. Creative Writing4 hours

This course is an introduction to writing poetry and prose fiction. The student will

be asked to submit substantial written work each week, keep a journal and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

ENG 231. Biography and Autobiography4 hours

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative as well as other forms such as the profile and the interview. Students will submit substantial written work each week and keep a journal. The class will follow a workshop format, discussing the students' and published work. Prerequisites: COR 101 and COR 102.

ENG 300. The Bible as Literature4 hours

This course will examine the Bible as a literary artifact and within an historical context. Students will be particularly interested in the varied ways in which the Bible generates meaning. These include archetypal repetition, the weaving together of historically disparate texts, parable and allegory. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 301. Russian Literature4 hours

This course will consist of Russian literature in translation, mostly fiction, mostly from the 19th century. Central to the course is *Anna Karenina*. In addition to Tolstoy, authors might include: Gogol, Dostoevski and Chekhov. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 302. The Child in Literature4 hours

This course will involve a wide-ranging study of works which employ innocence, particularly in childhood, in order to deepen the understanding of experience. Authors might include: Sophocles, Blake, Carroll, James and Kafka. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 303. American Poetry4 hours

This course will consider the work of major American poets such as Whitman, Dickinson, Frost, Eliot and Williams. Prerequisites: COR 101, COR 102 and one 100-level English course.

WGS 304. Women Poets4 hours

This course is a survey of poetry by women, from ancient Chinese, Persian and others in translation, to medieval Irish and Renaissance English, to 19th and 20th century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich and Mary Oliver in order to discover what themes, images and attitudes seem to emerge from the works. Prerequisites: COR 101 and COR 102.

ENG 305. The Literature of King Arthur and Camelot4 hours

This course examines the major stories associated with King Arthur and his knights from the earliest recorded mention of them to the present. The course pays particular attention to those medieval texts that formed the popular literature of the Middle Ages and the various ways in which medieval authors adapted the legend to their purpose, whether that was to promote a political agenda, explore an idea, instruct or amuse. Of particular interest are the ways in which this legend is peculiarly able to accommodate a wide array of themes and ideas - a malleability that allows us to explore the nature of honor, goodness, love, holiness, chivalry, the relationship between the sexes, the promise of heaven and a host of other ideas that continue to animate our imaginations. Prerequisites: COR 101, COR 102 and one 100-level English course.

- ENG 306. Special Topics in Drama4 hours**
 Drama as literature and genre, through survey and period studies. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 307. Milton4 hours**
 This course will examine the major prose and poetry of John Milton and their place in 17th century English culture. Works studied will include *Areopagitica*, *Lycidas*, *Samson Agonistes* and *Paradise Lost*. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 308. Special Topics in Poetry4 hours**
 This course will focus on particular poets, movements, styles or periods. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 309. The Literature of the City and the Country 4 hours**
 This course will concentrate on 19th and 20th century English and American literature in order to deepen the student's understanding and test the conceptions of the natural and the urban. Authors might include Wordsworth, Dickens, Thoreau, Woolf and Frost. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 310. Special Topics in Fiction4 hours**
 English, American and continental narrative prose will be examined in the context of theme, period or genre. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 311. *Ulysses*4 hours**
 This course will focus on a thorough reading of *Ulysses* but might also examine other works by James Joyce, such as *Dubliners*, *A Portrait of the Artist as a Young Man* and selections from *Finnegans Wake*. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 312. Special Topics in Literature and Culture4 hours**
 Courses relating literature with aspects of social and intellectual history or a particular issue or theme. Possible offerings may include women in literature, American civilization, African-American (or other ethnic) literature, popular culture, the literature of a single decade, children's literature and myth and folklore in literature. Usually offered in alternate years. Prerequisites: COR 101, COR 102 and one 100-level English course.
- ENG 313. African-American Literary Traditions4 hours**
 This course surveys African-American literature and literary history. It begins with a close examination of the slave narrative and the African-American sentimental novel of the 19th century. An exploration is made of the literature of the Harlem Renaissance, followed by works like Ralph Ellison's *Invisible Man* and Richard Wright's *Native Son*. Finally, civil rights era literature and works by authors such as Gloria Naylor and Alice Walker will be examined. Prerequisites: COR 101, COR 102 and one 100-level English course, preferably ENG 104.
- ENG 314. Special Topics in Major British and American Authors4 hours**
 An intensive study of between one and five British or American authors. Prerequisite: COR 101, COR 102 and one 100-level English course.
- ENG 315. Vision, Violence and Community in Milton, Blake,
 Whitman and Yeats4 hours**
 This course will examine works by four major visionary poets. In the historical context

of English civil war, the French Revolution, the American Civil War and World War I and the Irish rebellions, they tried to envision for their cultures a restoration of community between the temporal and the eternal, the human and the divine. In times of fragmentation and crisis, each reinvented a traditional mythology. A study will be made of their individual visions to those collective myths and to personal struggles. Prerequisites: COR 101, COR 102 and one 100-level English course.

ENG 330. Writing Poetry4 hours

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class and trying to generate language that reveals rather than explains intangible “meanings.” Prerequisites: COR 101 and COR 102.

ENG 331. Writing Prose, Fiction, and Nonfiction4 hours

Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called “a sense of felt life” onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work and reading of published examples. Prerequisites: COR 101 and COR 102.

ENG 401. Internship in English1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at *Atlanta Magazine*, The Knight Agency and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Environmental Studies - Dual Degree

The Cooperative College Program coordinates the education of students at Oglethorpe University with graduate programs in environmental studies and natural resources offered by the Nicholas School of the Environment at Duke University. This program provides a unique combination of liberal and professional education well suited for those desiring to enter the fields of environmental studies or natural resources. Participating Oglethorpe students are accepted into either of two degree programs at Duke: the Master of Environmental Management (MEM) or the Master of Forestry (MF). The degree awarded is determined by the student’s area of concentration at Duke. The program accommodates a wide range of undergraduate backgrounds, and experience indicates that students majoring in one of the natural or social sciences, pre-engineering, economics or business administration are best suited for it. Although some students may prefer to complete the baccalaureate degree before undertaking graduate study at Duke, highly qualified students can reach a satisfactory level of preparation with three years of coordinated undergraduate study at Oglethorpe; all final admission decisions rest with the Nicholas School of the Environment. A Bachelor of Arts degree is awarded by Oglethorpe University upon successful completion of one year of study at Duke; after four semesters at Duke, in which at least 48 semester units of credit are earned, these students may qualify for one of the professional master’s degrees.

There are six areas of concentration for the professional master's degree programs offered by the Nicholas School of the Environment: Coastal Environmental Management; Environmental Toxicology, Chemistry and Risk Assessment; Resource Ecology; Resource Economics and Policy; Water and Air Resources; and Forest Resource Management. The undergraduate course requirements are highly flexible for some areas of concentration; others are more stringent. All of the programs have the following requirements:

1. Completion of the Oglethorpe University core courses.
2. Training in the natural sciences or social sciences related to the student's area of interest in natural resources and environmental science.
3. Completion of at least one introductory course in calculus - either Applied Calculus or Calculus I.
4. Completion of a statistics course that includes descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation, simple linear regression and simple ANOVAs. Statistics at Oglethorpe fulfills this requirement
5. A working knowledge of microcomputers for word processing and data analysis. Data Manipulation Software fulfills this requirement, although students with extensive experience with computers may have other options. Introduction to Computer Applications Software fulfills this requirement, although students with extensive experience with computers may have other options.

Qualified students who have interests outside of the structured programs of the Nicholas School of the Environment are permitted to design individual programs of study; all such individual programs are subject to approval by the Education Committee of the Nicholas School of the Environment.

Note: Dual-degree students in environmental studies and natural resources may not use Oglethorpe financial aid assistance to attend Duke University.

Foreign Languages

In order to study in any given foreign language, all students with previous study or experience in that language must take a language proficiency examination or obtain permission of the instructor during summer orientation or prior to fall registration. They will be placed in the course sequence according to their competence. Students are not eligible to enroll in elementary and intermediate courses in their primary language.

Please refer to specific foreign languages in alphabetical order in this section for respective course offerings.

FOR 201. Intermediate Special Topics in Foreign Language, Literature and Culture4 hours
 A course in which intermediate conversation or topical aspects of a literature and culture is explored.

FOR 301. Advanced Special Topics in Foreign Language, Literature and Culture4 hours
 A course in which advanced conversation or topical aspects of a literature and culture is explored.

FOR 425. Internship in Foreign Language1-4 hours
 An internship is designed to provide a formalized experiential learning opportunity to

qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Atlanta Hispanic Chamber of Commerce, Georgia Council for International Visitors and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

French

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 the 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 at Oglethorpe University, 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 advisers. 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 at Oglethorpe 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. 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.

Major

Students who major in French must first complete the following requirements:

FRE 201. Intermediate French

FRE 301. French Conversation and Composition

FRE 302. French Lyric and Literary Prose

Students will then complete a semester in an approved study abroad program, which should include a minimum of 12 semester hours. Returning students must complete three upper-level (300 or 400) courses in French.

Elementary Spanish I or equivalent as determined through the Spanish placement test is also required. It is recommended that this requirement be completed during the student's first two years.

The degree awarded is the Bachelor of Arts.

Minor

A minor in French consists of the following requirements:

FRE 201. Intermediate French

Three upper-level courses (300 or 400)

Certain of these requirements may be met through an approved study abroad program.

FRE 101, FRE 102. Elementary French I, II4 plus 4 hours

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 required for FRE 102 or placement by testing.

FRE 201. Intermediate French4 hours

This course involves further practice in developing oral and written skills. Introduction to a variety of unedited French texts will be included. Prerequisite: FRE 102 or placement by testing.

FRE 301. French Conversation and Composition4 hours

This course focuses on the development of oral skills through practice in group settings and individual class presentations combined with weekly writing assignments in French to be revised on a regular basis. A study of style and grammatical forms used exclusively in the written language completes the course work. Prerequisite: FRE 201 or placement by testing.

FRE 302. French Lyric and Literary Prose4 hours

Selected texts from French literature are studied as examples of prose, poetry and drama. Students will read original works from the French classical and modern periods. Taught in French. Prerequisite: FRE 301 or placement by testing.

FRE 350. Special Topics in French Language, Literature and Culture4 hours

Topical aspects of the literature and cultural phenomena associated with the French language are explored in this course. Offerings will vary according to faculty and student interest. Prerequisite: FRE 301.

FRE 401. Advanced Special Topics in French Language, Literature and Culture4 hours

This course will be an advanced study of topical aspects of the literature and cultural phenomena associated with the French language. Offerings will vary according to faculty and student interest. Prerequisite: FRE 302.

FRE 402. The Modern French Republics and Their Institutions4 hours

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

FRE 403. Franco-American Relations in Trade and Culture4 hours

This course is an orientation to French business and cultural communities and considerations of existing connections with their American counterparts. The course includes an introduction to business French. Guest lecturers are invited from the diplomatic and business community in the wider Atlanta area. Field trips are also organized to consulates, trade offices and businesses. Taught in French. Prerequisite: FRE 301.

FRE 404. Great French Actresses and Their Film Roles4 hours

This course will study French film actresses and their roles in an attempt to understand better the situation of women in France during the last half of the 20th century. Readings from *The Second Sex* by Simone de Beauvoir, written at the outset of the period in question, provide a counterpoint to the cinematic fiction. Actresses studied may include Isabelle Adjani, Arletty, Fanny Ardant, Brigitte Bardot, Juliette Binoche, Sandrine Bonaire, Catherine Deneuve, Isabelle Huppert, Miou-Miou, Romy Scheider and Simone Signoret. 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 Novel4 hours

This course studies the 19th century French realist novel by concentrating on three “giants” of the tradition. The course includes Balzac’s *Père Goriot*, Flaubert’s *Education Sentimentale* and Zola’s *Germinal*. The study of one novel of each of these writers 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 450. Independent Study in French1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

General Science

The physical science and biological science courses are appropriate for students who have a good background in algebra but a minimal one in other sciences. Students with excellent preparation in the sciences may elect one of the regular lecture-and-laboratory courses in biology, chemistry or physics.

GEN 101. Natural Science: The Physical Sciences4 hours

This topically-oriented course will examine the many facets of scientific investigation. These include the underlying assumptions, limitations, provisional nature and power of the scientific process, as well as the influences of science on other aspects of human activity. Experimentation is the hallmark of scientific investigation. As such, laboratory experimentation will be a distinguishing feature of this course. Course time devoted to experimentation in the laboratory, as well as inside and outside the classroom, will intertwine with time devoted to discussion and lecture. Natural Science: The Physical Sciences will deal with a topic drawn from the physical sciences. These will include, but not be limited to: Chemistry, Cosmology, Descriptive Astronomy, History of Science, Meteorology, Modern Scientific Perspectives of the Universe and Oceanography. Prerequisite: MAT 103 or by examination.

GEN 102. Natural Science: The Biological Sciences4 hours

This course is designed to examine the many facets of scientific investigation. Laboratory experimentation will be an important feature with course time devoted to experimentation in the laboratory as well as the classroom. Rather than a survey of the entire field of biology, this effort will be directed toward specific topics such as, but not limited to: Cancer, Cell Biology, Human Biology, Ecology and Evolution.

GEN 200. Internship in Science1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at Piedmont Hospital, The Centers for Disease Control and Prevention and Accura Analytical Laboratory. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

German

All students with previous study or experience in German must take a language placement examination during summer orientation or immediately prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their primary languages.

GER 101, GER 102. Elementary German I, II4 plus 4 hours

This course is beginning college German, designed to develop the ability to understand,

Speak, read and write contemporary German. Prerequisite: None for GER 101; GER 101 required for GER 102 or placement by testing.

GER 201. Intermediate German I4 hours

This course will focus on practice in speaking and understanding German, accompanied by a review of grammar. Reading and discussion of short literary texts. Prerequisite: GER 102 or placement by testing.

GER 202. Intermediate German II4 hours

This course is a continuation of Intermediate German I with practice in spoken German and added emphasis on writing. Reading materials include both contemporary topics and selections from literature. Prerequisite: GER 201 or placement by testing.

GER 301, GER 302. Special Topics in German Language, Literature and Culture I, II4 plus 4 hours

Topical aspects of the literature and cultural phenomena associated with the German language are explored in this two-semester sequence of courses. Prerequisite: GER 202.

For a listing of foreign institutions and programs with which Oglethorpe has exchange agreements and affiliations, please see Oglethorpe University Students Abroad in the Educational Enrichment section of this *Bulletin*. Of particular interest to students of German is the Oglethorpe exchange agreement with the University of Dortmund.

Greek

All students with previous study or experience in Attic Greek must take a language placement examination during summer orientation or prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level.

GRE 101, GRE 102. Attic Greek I, II4 plus 4 hours

These courses will introduce students to the grammatical and syntactical elements of the Attic dialect of fifth century Athens. Mastery of these materials will enable students to read works written by Thucydides, Sophocles, Plato, Aristotle and other ancient authors of this period. Knowledge of Attic Greek will also provide a foundation for those wishing to study Homeric epic or The New Testament. Prerequisite: None for GRE 101; GRE 101 for GRE 102 or placement by testing.

History

History bridges the disciplinary perspectives of the humanities and social sciences. At Oglethorpe 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 Oglethorpe history majors prepares them for postgraduate 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 (100 and 200) courses are especially recommended for freshmen and sophomores; upper-level (300 and 400) courses generally require a research paper, may have prerequisites and are primarily aimed toward juniors and seniors.

Major

Students majoring in history are required to take at least nine history courses. These must cover the following geographic areas and time periods (a course can simultaneously satisfy both one area and one time-period requirement): European, United States and Latin American history; ancient or medieval (before 1500), early modern (1500-1789) and modern (since 1789) history. In addition, the student must also take one course in Asian Studies and at least one semester of a foreign language beyond the first-year level or demonstrate the equivalent proficiency. The degree awarded is the Bachelor of Arts.

Minor

To complete a minor, four courses must be taken.

HIS 110. The Vikings and the Anglo-Saxons4 hours

This course will examine the meteoric rise of the Scandinavians from obscurity to become the terror of Europe in the eighth through the 11th centuries. For purposes of comparison, a look also will be taken at the Vikings' more "civilized" cousins, the Anglo-Saxons. While both medieval and modern historians have tended to draw a thick line between these two cultures, this course will suggest that both represent aspects of a general political, economic and cultural zone in the Northern Seas.

HIS 130. United States History to 18654 hours

A survey from Colonial times to 1865, concerned mainly with the major domestic developments of a growing nation.

HIS 131. United States History Since 18654 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.

HIS 201. Ancient Greece4 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.

HIS 202. Roman History4 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.

HIS 210. The Age of Chivalry, 800-14504 hours

This course will cover the High and Later Middle Ages, from the later Carolingian period through the War of the Roses. The main focus will be on the evolution of state and society in northern and western Europe during these periods. Special attention will be given to such events as the rise of feudal monarchies, the Investiture Contest, the Norman Conquests, the Crusades and the Hundred Years' War.

HIS 211. The Renaissance and Reformation4 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.

HIS 212. Early Modern Europe4 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.

HIS 213. The Age of Revolution - Europe and the Atlantic World

1776-18494 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.

HIS 214. The Age of Empire and Nationalism - Europe 1848-19144 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.

HIS 215. The Age of World War - Europe 1914-19454 hours

This course examines the disasters that befell Europe in the three decades after 1914: World War I; the Russian Revolution; the ill-fated Treaty of Versailles; the rise of Mussolini; the Great Depression; the dictatorships of Hitler and Stalin; the spread of fascism in the 1930s; World

War II. The course discusses the reasons for the failure of the international order to prevent two horrific military conflicts and for the failure of moderate forces in many European countries - including Russia, Germany, Italy and Spain - to block the rise to power of violent and millenarian political forces.

HIS 216. Rise and Fall of the Third Reich4 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.

HIS 240. Latin America to Independence4 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.

HIS 301. History of Christianity4 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.

HIS 311. The Old Reich: German History to 18004 hours

The Holy Roman Empire of the German Nation has been derided by Voltaire as being none of the above. At the same time, the Empire provided the primary political organization of pre-Modern Germany, from the Middle Ages to the Napoleonic Wars. This course will survey the general history of the Empire from the Renaissance to the end of the 18th century. Special emphasis will be paid to questions of social, cultural and constitution history, in particular, the development of German identity and political culture in the Early Modern era. Prerequisite: HIS 211, HIS 212, HIS 213 or permission of the instructor.

HIS 312. German History Since 18004 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.

HIS 320. Russia under the Tsars4 hours

This course studies the thousand years from the formation of the Kievan state until the abolition of serfdom. It covers the Mongol invasion, the rise of Muscovy, the reign of Ivan the Terrible and the Time of Troubles, Imperial Russia's Westernization under Peter the Great and its apogee under Catherine the Great and her grandsons.

HIS 321. Russian History Since 18614 hours

This course studies Russian history from the abolition of serfdom, which began Imperial Russia's last attempt to reform itself and stave off revolution, until the present. It also covers the 1905 and 1917 revolutions, the rise of communism, the era of Lenin and Stalin and the fall of the communist system.

HIS 330. Between World Wars: The United States, 1920-19454 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. Prerequisites: HIS 130 and HIS 131 or permission of the instructor.

HIS 331. The Age of Affluence: The United States Since 19454 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.

HIS 335. Georgia History4 hours

This course is a chronological examination of the history of Georgia from the Colonial period to the 20th century. Emphasis is given to Old and New South themes, higher education development with attention to the history of Oglethorpe, the transition from rural to urban life and Georgia's role in contemporary American life. Prerequisites: HIS 130, HIS 131 or permission of the instructor.

HIS 340. Dictatorship and Democracy in Latin America4 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 who 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. Prerequisite: HIS 240 or permission of the instructor.

HIS 350. Special Topics in History4 hours

Courses offered to respond to topical needs of the curriculum. Prerequisite: Permission of the instructor.

FRE 402. The Modern French Republics and Their Institutions4 hours

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

HIS 410. Ancient History and Ancient Historians4 hours

In this course, the history of Greek and Roman civilizations will be studied through the writings of several ancient historians. The methods used by ancient authors, their literary style and the relation of their works to the specific historical context in which they were written will be examined. The course will focus on detailed analysis of specific historical events such as the fifth century Athens, the rise of the Roman Empire and the Roman civil wars. Since the thematic focus and selection of readings will not always be the same, the course may be repeated for credit with the permission of the instructor.

HIS 411. The Fall of Rome and the Barbarians4 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. Prerequisite: junior standing or permission of the instructor.

HIS 412. Radical Religion and Revolution4 hours

This course will examine the role of radical theologies in shaping a series of rebellions and revolutions in the Middle Ages and the Early Modern era. Some of the conflicts studied will include the Hussite Revolution, The German Reformation and the English Civil War. In addition, some modern examples illustrating the connections between religion and revolutionary thought, in particular, liberation theology in Latin America and the current crisis in the Middle East will be considered. Prerequisite: Permission of the instructor.

HIS 430. The American Civil War and Reconstruction4 hours

A course for advanced history students emphasizing the causes of conflict, the wartime period and major changes that occurred. Prerequisites: HIS 130 and HIS 131.

HIS 431. History of United States Foreign Relations4 hours

This course is a study of major developments in American diplomacy from the end of the Revolution until 1945. Prerequisite: at least one prior United States history course, or permission of the instructor.

HIS 450. Independent Study in History1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

HIS 451. Internship in History1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Atlanta History Center, the Atlanta Preservation Center, the Holocaust Center and the Coosawattee Foundation

archeological dig. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Individually Planned Major

A student who wishes to pursue a course of study not included in one of the available majors may petition to receive permission to complete an individually planned major.

Such a major must include at least nine courses beyond core requirements (excluding courses with three or fewer semester hours) and including at least one semester of a foreign language at the second semester elementary-level or higher. At least four courses 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 concentration. Graded course work in the major must have a grade-point average of at least 2.0. Course work that is included in the individually planned major may not be counted toward a second major or a minor.

To apply for an individually planned major, the student, in consultation with his or her academic adviser, must complete an application, available at the registrar's office, to be approved by the chairperson of the division in which the proposed major's concentration is included and the provost. This application should be submitted by the end of the second semester of the student's sophomore year. The application must specify the following:

1. The major's coverage and definition.
2. The observed or expected conceptual linkages among the concentration and the other subject(s) included in the major.
3. The expected outcomes of the completion of the major in terms of the student's intellectual growth and plans for graduate study or career.

After the student has secured written approval from his or her academic adviser, the chairperson of the division and the provost, the provost will file the application in the registrar's office. The registrar will notify the student and the student's adviser of the acceptance of the proposal.

The degree awarded upon successful completion of an approved individually planned major is Bachelor of Arts.

Individually Planned Minor

A student who wishes to pursue a course of study not included in one of the available minors may petition to receive permission to complete an individually planned minor.

Such a minor must include five courses (excluding courses with three or fewer semester hours), of which at least two courses are in one discipline, which is the minor's concentration, and must be at the 300 or 400 level. Of the other three courses included in the minor, another two must also be at the 300 or 400 level. Graded work in the minor must have a grade-point average of at least 2.0. Courses included in the individually planned minor may not be counted toward a major or another minor.

To apply for an individually planned minor, the student, in consultation with his or her academic adviser, must complete an application, available at the registrar's office, to be approved by the chairperson of the division in which the proposed minor's concentration is included and the provost. This application should be submitted by the end of the second semester of the student's junior year. The application must specify the following:

1. The minor's coverage and definition.
2. The observed or expected conceptual linkages among the concentration and the other subject(s) included in the minor.

3. The expected outcomes of the completion of the minor in terms of the student's intellectual growth and plans for graduate study or career.

After the student has secured written approval from his or her academic adviser, the chairperson of the division and the provost, the provost will file the application in the registrar's office. The registrar will notify the student and the student's adviser of the acceptance of the proposal.

Interdisciplinary Studies

INT 301. Special Topics in Interdisciplinary Studies4 hours

These courses will focus on materials and topics that transcend the boundaries of specific academic disciplines and are not offered on a regular basis. Such courses have included Bioethics; Environmental Science; Art of the Film I and II; Film Adaptations of Novels.

UEP 320. Urban Ecology5 hours

Urban areas are growing worldwide and negatively impacting natural and social resources. These impacts can only be managed by integrating natural and social science into a new discipline called urban ecology. This course describes the state of urban ecological knowledge using lecture, discussion, lab, regional field trips and guest speakers. This course is also cross listed as BIO 320. Prerequisite: COR 102 or permission of the instructor.

ULP 303. The New American City4 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, including the 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 Practice4 hours

This course is taught as a weekly evening seminar focusing on a particular community issue and accompanied by an issue-related, off-campus internship. Together with community leaders and 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: education, transportation, healthcare and the environment. Prerequisite: Permission of the instructor.

INT 401. Internship in Interdisciplinary Studies1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

International Partner Degree Program - Dual Degree

Under special circumstances it is possible for a student to receive a dual degree from both Oglethorpe University and Université Catholique de Lille. Such a student has typically completed three years of study at the home institution at the time of application and approval to this program. Upon completion of one full year of academic study (a fourth year) at the partner school, the student returns to the home institution to complete the final year of his or her program. An exchange and translation of transcripts finalizes the two degrees. For specific criteria about this program visit www.oglethorpe.edu (keyword: international studies).

International Studies

International Studies is an interdisciplinary major that seeks to develop the skills and understanding essential for effective participation in the emerging global business, social and political environment. The major helps to prepare students for careers in government service, international commerce, banking and finance, the travel and convention businesses, politics and teaching. It also provides appropriate preparation for the professional study of business, law and international affairs. Students interested in master's programs in international affairs may find it advantageous to take additional courses in economics. Interested students should ask the registrar to refer them to a faculty adviser who specializes in this major. The degree awarded is the Bachelor of Arts.

Requirements of the major include successful completion of 11 courses, four of which must be International Relations, Introduction to Comparative Politics, United States Foreign Policy and International Economics.

Completion of five courses selected from the following also is required:

- BUS 370. International Business
- ECO 323. International Economics
- ECO 420. Economic Development
- FRE 402. The Modern French Republics and Their Institutions
- FRE 403. Franco-American Relations in Trade and Culture
- HIS 215. The Age of World War - Europe 1914-1945
- HIS 240. Latin America to Independence
- HIS 312. German History Since 1800
- HIS 321. Russian History Since 1861
- HIS 340. Dictatorship and Democracy in Latin America
- HIS 350. Special Topics in History *
- HIS 431. History of United States Foreign Relations
- HIS 450. Independent Study in History *
- INS 400. Independent Study in International Studies
- INS 401. Internship in International Studies
- POL 211. War
- POL 231. Asian Politics
- POL 321. Political Development
- POL 331. Comparative Politics of China and Japan
- POL 350. Special Topics in Politics *
- POL 361. European Politics
- POL 411. War, Peace, and Security
- POL 422. Seminar in Chinese Politics
- POL 431. Seminar in Politics and Culture *

POL 450. Independent Study in Politics *

SPN 305. Spanish for International Relations

SPN 410. The Development of Latin American Cultures

***Note:** Special topics and independent study courses 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.

Students must complete two years of foreign language study or demonstrate the equivalent competence by examination. Students must also take one additional language course in which the foreign language is required for research, reading or discussion.

A study abroad experience is required. Note that no more than two courses may be counted toward major requirements from a study abroad program. Foreign students may count their residence at Oglethorpe as their study-abroad experience. Please see Oglethorpe University Students Abroad in the Educational Enrichment section of this *Bulletin*.

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.

Note: Students who graduated from a secondary school located abroad at which the language of instruction was not English have satisfied the foreign language requirement. They may satisfy the study abroad requirement via their residency in the United States.

International Studies with Asia Concentration

Like the general international studies major, this is a major designed to develop skills useful in cross-culturally oriented careers. Students achieve an Asia concentration by taking at least four courses that focus on the culture, politics, history or literature of nations in Asia in addition to a selection of more general courses that cover fundamental issues of international studies. The specialized knowledge that students gain through Asia-related course work helps to prepare them for careers in fields such as government, finance and travel in this economically growing and culturally rich area of the globe. Combined with the other components of the international studies major, the Asia concentration will assist students with the necessary background for entry into graduate or professional schools in an Asian studies field. Students might go on to study in such areas as anthropology, politics and international law or business. The degree awarded is the Bachelor of Arts.

Requirements of the major include successful completion of the following five courses:

ECO 323. International Economics or

ECO 420. Economic Development

POL 111. International Relations

POL 121. Introduction to Comparative Politics

POL 231. Asian Politics

POL 331. Comparative Politics of China and Japan

Students must also take two of the following courses:

JPN 301. Special Topics in Japanese Language, Literature and Culture I

POL 311. United States Foreign Policy

Another Asian studies course at Oglethorpe or at another institution pre-approved by the student's adviser.

Students must also take one of the following courses:

- BUS 370. International Business
 - FRE 403. Franco-American Relations in Trade and Culture
 - HIS 350. Special Topics in History *
 - HIS 450. Independent Study in History *
 - INS 400. Independent Study in International Studies
 - INS 401. Internship in International Studies
 - POL 350. Special Topics in Politics *
 - POL 361. European Politics
 - POL 411. War, Peace and Security
 - POL 431. Seminar in Politics and Culture (with a different focus than the one above)
 - POL 450. Independent Study in Politics*
 - SOC 308. Culture and Society
- Any course in 20th century European history

*Note: Special topics and independent study courses fulfill the requirements of the major only when they have a substantial international component.

Students must take at least one 400-level course. Students must demonstrate at least a second-year competence in an Asian language or be able to use an Asian language for research and writing in a class. A study abroad for one semester in an Asian nation is strongly urged. Please see Oglethorpe University Students Abroad in the Educational Enrichment section of this *Bulletin*. Note that no more than two courses may be counted toward major requirements from a study abroad program. Foreign students whose native language is Asian may consider their residence at Oglethorpe as their study-abroad experience and their foreign language requirement satisfied.

INS 400. Independent Study in International Studies1-4 hours
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

INS 401. Internship in International Studies1-4 hours
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Southern Center for International Studies, Hispanic Chamber of Commerce, the United States Department of State and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Japanese

The study of modern Japanese broadens the mind and provides insight into one of the world's richest cultures. Oglethorpe's Japanese program embraces the "five C's" of foreign language education outlined in the National Standards in Foreign Language Education: communication, cultures, connections, comparisons and communities.

Oglethorpe's four-course Japanese sequence assumes no initial knowledge of the language. The courses lead the student step by step toward communicative competence in the four basic language skills: listening, speaking, reading and writing. These skills are taught by means of model conversations, role plays, listening activities and readings. Elementary classes present the fundamentals of the language through a sequence of units that focus on daily life. A typical conversation at the beginning level might be about making plans for the weekend or describing one's family. Students are initially trained in the two phonetic kana scripts so that they are able to write in Japanese from the very beginning. Training in kanji characters begins in the second semester. At the intermediate level students master more advanced vocabulary and grammatical patterns. The student also learns how to use the language appropriately in different social contexts. A conversation at this level might be about the student's career plans, while a typical reading might deal with changing attitudes toward marriage in Japan. By the end of the four-course sequence, the student will be able to express a broad range of ideas with confidence, will be capable of writing short essays and will know about 240 kanji characters.

Students who seek further training in Japanese can take advanced Japanese through cross registration at one of the Atlanta Regional Council for Higher Education (ARCHE) institutions. Full-immersion study abroad opportunities are available at Oglethorpe's sister schools in Japan, Seigakuin University and Otaru University of Commerce.

General interest courses taught in English on premodern and modern Japanese literature supplement the language curriculum. These and other eligible courses can be taken in conjunction with the language sequence toward fulfillment of the requirements for a minor in Japanese. The combination of a Japanese minor with a major in any of the traditional liberal arts disciplines can greatly enhance marketability following graduation and can lead to career opportunities in fields as diverse as education, foreign service and international commerce.

Students with previous study experience should take the Japanese placement examination prior to registration.

Minor

A minor in Japanese consists of successful completion of Intermediate Japanese II and two culture courses, totaling 24 semester hours. At least one of the two years of language study must be taken at Oglethorpe. The student may select two culture courses from the following:

JPN 301 JPN 302 Special Topics in Japanese Language, Literature and Culture I, II

PHI 321 Special Topics in Philosophy: Philosophical Issues and Problems - Philosophy of the Kyoto School

PHI 321 Special Topics in Philosophy: Philosophical Issues and Problems - Japanese Aesthetics

Other special topics courses offered at Oglethorpe as well as certain courses offered at other colleges and through study abroad programs may also qualify.

Study Abroad and Internships

Although it is expected that at least half of the courses counted toward the minor must be taken at Oglethorpe, all students of Japanese language and culture are strongly encouraged to

spend at least one semester in Japan. Guidance in finding an appropriate program is provided by the Japanese department or the Oglethorpe University Students Abroad (OUSA) director. Of particular interest to students of Japanese is the Oglethorpe exchange agreement with Seigakuin University in Tokyo and Otaru University of Commerce in Hokkaido. See also Oglethorpe University Students Abroad in the Educational Enrichment section of this *Bulletin*.

A student can also gain practical experience by pursuing internship opportunities in Japanese organizations and firms in and around Atlanta. Credit for these activities is given when the internship is completed in accordance with the objectives agreed upon with the faculty supervisor. Credit is given toward the minor upon approval by the student's faculty adviser. Career services has an extensive list of available internships.

JPN 101, JPN 102. Elementary Japanese I, II4 plus 4 hours

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 for JPN 102 or placement by testing.

JPN 201. Intermediate Japanese I4 hours

A continuation of elementary Japanese, the first semester of the second-year sequence focuses on conversational skills and vocabulary building and extends the student's proficiency in reading and writing. Aspects of the Japanese culture and society are also explored. Prerequisite: JPN 102 or permission of the instructor.

JPN 202. Intermediate Japanese II4 hours

This course consolidates and integrates the student's knowledge of basic grammatical patterns and introduces advanced grammatical structures. Further practice in reading and writing prepares the student to pursue further study in areas related to his or her major. Audio-visual materials are used more extensively to supplement the main text. Prerequisite: JPN 201 or permission of the instructor.

JPN 250. Introduction to Japanese Literature4 hours

This course is designed to provide students with a survey of Japanese literature from classical to modern times. Readings include selections from creation myths, court romances and poetic diaries, Buddhist folk tales, the haiku and travel writings of Basho, Saikaku's *Five Women Who Loved Love*, the puppet drama *Tale of the 47 Samurai* and modern works by Mori Ogai, Soseki Natsume and Tanizaki Jun'ichiro. All readings are in English translation.

JPN 301, JPN 302. Special Topics in Japanese Language, Literature and Culture I, II4 plus 4 hours

Topical aspects of the literature and cultural phenomena associated with the Japanese language are explored through readings in English in this course.

JPN 350. Modern Japanese Literature4 hours

This course is a survey of Japanese literature from 1890 to the present. The development of modern literature will be examined beginning with the early decades of modernization, through militarization and defeat and ending with a consideration of postmodernist writing. Readings will include novels and short stories by Mori Ogai, Higuchi Ichiyo, Tanizaki Jun'ichiro, Dazai Osamu, Oe Kenzaburo and Murakami Haruki. Class discussions will be supplemented by lectures on history and culture. All readings will be in English translation.

JPN 450. Independent Study in Japanese1-4 hours
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Latin

All students with previous study or experience in Latin must take a language placement examination during summer orientation or prior to fall registration. They will be placed in the course sequence according to their competence. Under no circumstances should students with past experience in the language place themselves in courses, especially at the elementary level.

LAT 101, LAT 102. Elementary Latin I, II4 plus 4 hours
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 required for LAT 102 or placement by testing.

**LAT 201, LAT 202. Special Topics in Latin Language, Literature
and Culture I, II4 plus 4 hours**
Aspects of the literature and cultural phenomena associated with the Latin language are explored in this two-semester sequence of courses. Prerequisite: Permission of the instructor.

Mathematics

During the course of study in mathematics at Oglethorpe University, students move from a concrete, algorithmic mode of reasoning in early courses to a more abstract, formal mode of reasoning in the later capstone courses. The successful mathematics major will:

- Appreciate the inherent beauty and utility of mathematics;
- Appreciate the interconnectedness of the various mathematical fields to one another and to outside disciplines;
- Communicate mathematical results in written, oral, formal and informal fashions;
- Discern patterns;
- Read and create mathematical results in a self-directed fashion;
- Sharpen his or her problem-solving skills;
- Understand the power and limitations of using technology to create mathematics.

Through tutoring, volunteer and internship opportunities, 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, teacher preparation or employment in industry. Oglethorpe graduates are especially well prepared to work in actuarial science, applied mathematics, operations research, statistical consulting or a variety of careers in computing.

Major

In order to major in mathematics, a student must successfully complete the following mathematics courses with a grade of “C-” or higher:

- MAT 131. Calculus I
- MAT 132. Calculus II
- MAT 233. Calculus III
- MAT 241. Differential Equations
- MAT 261. Transition to Higher Mathematics
- MAT 341. Probability
- MAT 351. Complex Analysis
- MAT 362. Linear Algebra
- MAT 463. Abstract Algebra
- MAT 471. Special Topics in Mathematics

Mathematics majors graduate with a Bachelor of Science degree.

Minor

In order to minor in mathematics, a student must successfully complete the following mathematics courses with a grade of “C-” or higher:

- MAT 131. Calculus I
- MAT 132. Calculus II
- MAT 233. Calculus III

Two additional courses chosen from the list required for the major

Note: 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.

MAT 102. College Algebra with Modeling4 hours

The objective of this course is to equip students with the algebraic reasoning and skills for Applied Calculus or Precalculus. The function concept is developed in algebraic, graphical and numerical form, with attention to rates of change, domain, range and inverses. Categories of functions (linear, other polynomials, rational, exponential and logarithmic) are discussed in terms of their properties, using equations, systems of equations and inequalities. The course includes modeling of the real-world data with these functions.

MAT 103. Precalculus4 hours

The objective of this course is to equip students with the skills needed for Calculus I. Topics include basic analytic geometry, trigonometry (functions, equations and identities), complex numbers, polar coordinates, vectors in the plane, parametric equations and transformation of coordinates. For students who would like a refresher or more preparation for Precalculus, MAT 102 is recommended.

MAT 111. Statistics4 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, interval estimation and hypothesis testing. Distributions that will be discussed include the normal, chi-square and t-distribution. Additional topics include analysis of variance, regression and correlation analysis, goodness-of-fit and tests for independence.

MAT 121. Applied Calculus4 hours

This is the recommended calculus course for students in 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 the management sciences, business, economics and the social sciences. Topics include functions, the derivative, techniques of differentiation, applications of the derivative, the exponential and natural logarithm functions, applications of the exponential and natural logarithm functions, the definite integral and functions of several variables. For students who would like a refresher or more preparation for Applied Calculus, MAT 102 is recommended.

MAT 131, MAT 132, MAT 233. Calculus I, II, III4 plus 4 plus 4 hours

This is the recommended calculus sequence for students in mathematics, the physical sciences and computer science. The objective of these courses is to introduce the fundamental ideas of the differential and integral calculus of functions of one and several variables. Topics include limits, continuity, rates of change, derivatives, the Mean Value Theorem, applications of the derivative, curve sketching, related rates, maximization/minimization problems, area, integration, the Fundamental Theorem of Calculus, inverse functions, logarithmic functions, exponential functions, techniques of integration, applications of integration to volumes and surface area, conic sections, sequences, series, vectors, lines, planes, vector-valued functions, curves, partial derivatives, multiple integrals and vector fields. Prerequisite for MAT 131: For students who would like a refresher or more preparation for Calculus I, MAT 103 is recommended. Prerequisite for MAT 132: MAT 131 with a grade of "C-" or higher. Prerequisite for MAT 233: MAT 132 with a grade of "C-" or higher.

MAT 241. Differential Equations4 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 physical sciences. Topics include equations of order one, applications of equations of order one, linear differential equations, linear equations with constant coefficients, nonhomogenous equations, undetermined coefficients, variation of parameters, applications of equations of order two and power series solutions. Prerequisite: MAT 233 with a grade of "C-" or higher.

MAT 251. Classical and Modern Geometries4 hours

This course provides a rigorous survey of classical and modern geometries. The intellectual and historical impact that geometry has had over the millennia is an underlying theme. Topics include: axiomatic and topological foundations; Euclidean geometry and its constructions; hyperbolic geometry; spherical geometry; projective geometry; and finite geometries. The primary audience consists of students interested in secondary mathematics teaching; however, mathematics majors with other career paths and science majors are welcome. Offered irregularly. Prerequisite: MAT 132 with a grade of "C-" or higher.

MAT 261. Transition to Higher Mathematics4 hours

This course may be considered a general introduction to advanced mathematics. As such, it will consider various methods and techniques of mathematical proof. Topics are drawn from logic, set theory, functions, relations, combinatorics, graph theory and boolean algebra. Prerequisite: MAT 132 with a grade of "C-" or higher.

MAT 341. Probability4 hours

This course provides a calculus-based study of probability theory. Topics include set-theoretic, axiomatic and combinatorial foundations, basic rules, conditional probability, independence, random variable theory, special discrete and continuous models, probability plots and joint distributions. Prerequisite: MAT 233 with a grade of “C-” or higher.

MAT 351. Complex Analysis4 hours

The objective of this course is to introduce the fundamental ideas of the theory of functions of a complex variable. Topics include complex numbers, analytic functions, elementary functions, conformal mapping, complex integration and infinite series. Prerequisite: MAT 233 with a grade of “C-” or higher.

MAT 362. Linear Algebra4 hours

The objective of this course is to introduce the fundamental ideas of linear algebra. Topics include linear equations, matrices, determinants, vector spaces, inner products, linear transformation, eigenvalues and eigenvectors. Prerequisite: MAT 132 with a grade of “C-” or higher. It is recommended that students take MAT 261 before taking this course.

MAT 463. Abstract Algebra4 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. Prerequisite: MAT 362 with a grade of “C-” or higher.

MAT 471. Special Topics in Mathematics4 hours

Selected topics in advanced mathematics are offered such as Real Analysis, Topology, Set Theory, Number Theory, Mathematical Statistics, Abstract Algebra II and Differential Geometry. Prerequisites will depend on the topic but will include a minimum of MAT 233 with a grade of “C-” or higher and permission of the instructor.

MAT 481. Independent Study in Mathematics1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

MAT 491. Internship in Mathematics1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Lynwood Park Community Center Education Program, Internal Revenue Service and various actuarial and consulting firms. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Music

The music curriculum includes courses in music history and theory, ensemble performance and applied lessons.

Minor

To complete a minor in music a student must successfully complete the following:

- MUS 331 History and Theory of Music I
- MUS 332 History and Theory of Music II
- MUS 333 History and Theory of Music III
- MUS 334 History and Theory of Music IV

A total of four semester hours of University Singers and/or Applied Instruction in Music also must be taken and the completion of four hours of independent study in music.

MUS 134. University Singers1 hour

This is an auditioned, mixed-voice concert choir, which is the primary musical ensemble for the study and performance of sacred and secular choral music. The University Chorale, an auditioned chamber choir, is chosen from members of the University Singers. Prerequisites: An audition and permission of the instructor.

MUS 135. Beginning Class Voice1 hour

This course is an introduction to the basics of singing which includes posture, breath pressure, phonation, diction, tone and intonation. A variety of easy vocal literature will be studied and performed. Prerequisite: Permission of the instructor.

MUS 136. Applied Instruction in Music1 hour

The study and practice of techniques and literature on an individual basis. Prerequisite: Permission of the instructor.

MUS 331. History and Theory of Music I4 hours

History and Theory of Music I examines music from the early beginnings to 1600 with analysis of representative works. This course uses primary sources - listening and studying the music with the aid of selected scores and outlines and reading and discussing comments by composers, performers, theorists and others. The required listening assignments are created to supplement and enhance the classroom experience. Prerequisite: COR 103 or permission of the instructor.

MUS 332. History and Theory of Music II4 hours

History and Theory of Music II examines music from 1600 to 1800 with analysis of representative works. This course uses primary sources - listening and studying the music with the aid of selected scores and outlines and reading and discussing comments by composers, performers, theorists and others. The required listening assignments are created to supplement and enhance the classroom experience. Prerequisite: COR 103, MUS 331 or permission of the instructor.

MUS 333. History and Theory of Music III4 hours

History and Theory of Music III examines music from 1800 to 1900 with analysis of representative works. This course uses primary sources - listening and studying the music with the aid of selected scores and outlines and reading and discussing comments by composers, performers, theorists and others. The required listening assignments are created to supplement and enhance the classroom experience. Prerequisite: COR 103 or permission of the instructor.

MUS 334. History and Theory of Music IV4 hours

History and Theory of Music IV examines music from 1900 to the present with analysis of representative works. This course uses primary sources - listening and studying the music with the aid of selected scores and outlines and reading and discussing comments by composers, performers, theorists and others. The required listening assignments are created to supplement and enhance the classroom experience. Prerequisite: COR 103, MUS 333, or permission of the instructor.

MUS 430. Special Topics in Music4 hours

This course will be a study of a selected topic in music, such as African-American Composers; Basic Techniques of Conducting; Fundamentals of Music; Masterpieces of Choral Literature; Music, Television, Films and Their Impact on Culture; Musics of Multicultural America; Women in Music; and World Music. Prerequisite: COR 103 or permission of the instructor.

MUS 431. Independent Study in Music1-4 hours

This course is supervised research on a selected project or paper. It provides students an opportunity to study and analyze in depth a specific musical style, composer, work, etc. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Philosophy

Philosophy, in the broadest meaning of this term, is the attempt to think clearly about the world and the place of human beings in it. This activity is a response to questions which arise because the various areas of human life, such as science, art, morality and religion, often do not seem to be intelligible in themselves or to fit with one another. A philosophical world view, such as the philosophy of Plato or the philosophy of Descartes, represents an attempt to think through these difficulties and to arrive at a single, coherent vision of how reality is and how human beings should relate to it.

The study of philosophy is a noble and worthwhile activity in its own right for the enlightenment which it can provide about questions which should be of interest to everyone. It is important, however, that the philosophy major also be effective at imparting those general skills which are crucial for most professions.

The mission statement of Oglethorpe University states that Oglethorpe graduates should be "humane generalists" with the intellectual adaptability which is needed to function successfully in changing and often unpredictable job situations. The philosophy program at Oglethorpe accomplishes this goal by fostering those abilities of critical thinking and intellectual flexibility required in virtually any professional career. Philosophy students learn how to read and understand abstract and often very difficult arguments. They also learn to think critically and independently, to develop their own views and to express their insights in clear, articulate spoken and written prose. Such skills are important for almost any profession and are especially useful for business and law.

Philosophy courses need not be taken in a rigid sequence. Any philosophy course should improve a student's overall philosophical abilities and thereby strengthen the student's performance in any subsequent philosophy course. The courses are, however, classified by the difficulty of the reading involved and the amount of philosophical training and background which is advisable.

Major

The philosophy major consists of 10 courses in philosophy which must include the following courses: Logic; Plato; Aristotle; Nietzsche; either Knowledge and Scepticism (Epistemology) or Philosophy of Mind; one course in non-Western philosophy; and four additional courses in philosophy.

Students majoring in philosophy are also required to take at least one semester of a foreign language at the second semester elementary-level or higher. Students who have attained some proficiency in a foreign language may make use of this ability by adding one semester hour of foreign language credit to certain philosophy courses. For example, a student might add one semester hour of credit to the Nietzsche course by reading some parts of Nietzsche’s writings in the original German or add one semester hour of credit to the Plato course by reading portions of Plato’s dialogues in Greek. Most philosophy courses at Oglethorpe are suitable for such foreign language supplementation. Credit for such extra study will be arranged between the student and the instructor. The degree awarded is the Bachelor of Arts.

Minor

The philosophy minor consists of any five courses in philosophy, which must include Logic; either Plato or Aristotle; three additional courses in philosophy.

Level I courses are suitable for students who have no background in philosophy and may serve as an introduction to the study of philosophy.

PHI 101. Significance of Human Life - Western Responses4 hours

This course introduces the student to Western philosophy through the question of whether human life as a whole has any ultimate meaning or significance outside of individual desires. This question will be considered by studying *Ecclesiastes*, *The Book of Job*, the philosophy of Socrates in Plato’s *Euthyphro*, *Apology* and *Crito*, Lucretius’ *On the Nature of Things* and Hume’s *Dialogues Concerning Natural Religion*.

PHI 103. Logic4 hours

This course is an introduction to both logical thinking and thinking about logic. It is divided into three parts: informal logic (a study of logical fallacies in thinking), formal logic (a primer to develop literacy in symbolic logic) and the philosophy of logic (exactly what is logic?).

Level II courses are for students who have some philosophical background, to the extent of at least one Level I course.

PHI 202. Contemporary Ethical Theory4 hours

In this course, students will read several contemporary works concerning the nature of the ethical. Works will be drawn from both the analytic and the Continental traditions and an effort will be made to put the two traditions into dialogues with each other.

PHI 204. Plato4 hours

This course is a study of the philosophy of Plato through a reading of his major dialogues. In addition to the “Socratic” dialogues, readings will include the *Phaedo*, *Phaedrus*, *Symposium*, *Republic* and *Timaeus*.

PHI 205. Aristotle4 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*.

PHI 301. Philosophy of Art (Aesthetics)4 hours

This course will attempt to trace the philosophic underpinnings of the movement within art toward non-representational art. The course begins with Kant's third Critique and includes readings by Hegel, Heidegger, Derrida and several others. Students will also read several works by artists themselves, including Kandinsky, Francis Bacon and Anselm Kiefer.

PHI 302. Knowledge and Scepticism (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 scepticism, perception and our knowledge of the physical world and the nature of truth.

PHI 303. Space, Time, and God4 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 Mind4 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. Nietzsche4 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 320. Special Topics in Philosophy: Philosophers4 hours

Intensive study of the thought of a single important philosopher or group of philosophers will be covered in this course.

PHI 321. Special Topics in Philosophy: Philosophical Issues and Problems4 hours

Studies of selected philosophical questions usually of special relevance to the present day have included courses such as Philosophy of History, War and Its Justification and Philosophical Issues in Women's Rights.

PHI 322. Independent Study in Philosophy1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

PHI 323. Internship in Philosophy1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the American Civil Liberties Union, the Georgia Attorney General's Office and Georgia Justice Project. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

POL 341. Political Philosophy I: Ancient and Medieval4 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, Aristotle, Aquinas and Alfarabi are examined. Prerequisite: COR 201 or permission of the instructor.

POL 342. Political Philosophy II: Modern4 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, Rousseau, Kant and Kojeve. Prerequisite: POL 341 or permission of the instructor.

Level III courses are the most difficult and challenging and are for students who have significant philosophical background, to the extent of at least one or two Level II courses.

PHI 401. The Philosophical Response to the Scientific Revolution4 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 402. Kant's *Critique of Pure Reason*4 hours

A study of Kant's theoretical philosophy, his "metaphysics of experience," through a reading and analysis of his major work. An attempt will be made to discover which portions of Kant's philosophy can be accepted as valid and true in the light of present-day philosophy and science.

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.

PHI 404. Contemporary French Philosophy4 hours

It has been argued that the most provocative developments in the current development of German philosophy have been the French readings of now classic German writers such as Kant, Hegel, Marx, Nietzsche, Freud and Heidegger, to name a few. Students will attempt to test this

thesis by reading some representative and challenging texts. The authors studied may include Bataille, Foucault, Deleuze, Derrida, Althusser, Blanchot and others.

Physics

The physics curriculum is designed to provide well-rounded preparation in classical and modern physics. The successful completion of this program will prepare the graduate to gain admission to one of the better graduate programs in physics or a related scientific field or to secure employment in a technical, scientific, or engineering setting.

A grade of "C-" or higher must be obtained in each freshman- and sophomore-level science course that is required for this major or minor; these courses are numbered 100 through 300 in each discipline. A grade-point average of 2.0 or higher is required in all courses required for the major.

All 100-level science courses (General Biology I, General Chemistry I, General Chemistry I Laboratory, General Physics I and General Physics I Laboratory) have the same mathematics prerequisite. There are three ways that students can fulfill this mathematics requirement: 1) by achieving a score of 2, 3, 4 or 5 on the Advanced Placement Calculus AB or BC examination; 2) by achieving a score of 550 or higher on the Mathematics Section of the SAT or a score of 22 or higher on the Mathematics Section of the ACT; or 3) by completing Precalculus at Oglethorpe with a grade of "C-" or higher. (An equivalent precalculus course at another college or university fulfills the requirement but high school precalculus alone does not.) College Physics I has Calculus I as a prerequisite or corequisite, meaning Calculus I must be taken simultaneously with College Physics I if Calculus I has not been completed earlier.

Students who are interested in scientific illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major.

Major

The requirements for a major in physics are as follows: College Physics I and II taken after or concurrently with Calculus I and II (preferably in the freshman year); Classical Mechanics I and II taken after or concurrently with Calculus III (suggested for the sophomore year); Thermal and Statistical Physics; Modern Optics; Modern Physics I and II; Electricity and Magnetism I and II; Mathematical Physics; and Special Topics in Theoretical Physics or Special Topics in Experimental Physics. Examination is generally required to transfer credit for any of these courses. The degree awarded is the Bachelor of Science.

Minor

A minor in physics is offered to provide students with an opportunity to strengthen and broaden their educational credentials either as an end in itself or as an enhancement of future employment prospects. The requirement for the physics minor is three lecture courses numbered PHY 202 or higher plus at least one physics laboratory course at the 300 level or above.

PHY 101, PHY 102. General Physics I, II4 plus 4 hours

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 Serway and Faughn, *College Physics*. Three lectures per week. Prerequisite: MAT 103; PHY 101 must precede PHY 102. Corequisites: PHY 101L and PHY 102L.

PHY 201, PHY 202. College Physics I, II5 plus 5 hours

Introductory physics with calculus. Subject matter is the same as in general physics but on a level more suited to physics majors, engineering majors, etc. One year of calculus as a

prerequisite is preferred, otherwise calculus must be taken concurrently. The text will be on the level of Halliday, Resnick and Walker, *Fundamentals of Physics*. Prerequisite: PHY 201 with a grade of “C-” or higher must precede PHY 202. Corequisites: PHY 101L and PHY 102L.

PHY 101L, PHY 102L. Introductory Physics Laboratory I, II 1 plus 1 hour
Introductory physics laboratories to accompany PHY 101, 102, 201 and 202.

PHY 211, PHY 212. Classical Mechanics I, II4 plus 4 hours
This is the student’s first introduction to theoretical physics. Lagrangian and Hamiltonian methods are developed with Newton’s laws of motion and applied to a variety of contemporary problems. Emphasis is placed on problem work, the object being to develop physical intuition and facility for translating physical problems into mathematical terms. The text will be on the level of *Analytical Mechanics* by Fowles. Prerequisites: MAT 132 and PHY 202 with a grade of “C-” or higher in each course. A grade of “C-” or higher must be earned in PHY 211 before taking PHY 212.

PHY 232. Fundamentals of Electronics4 hours
This course is designed primarily for science majors and dual degree engineering students. Coverage includes DC and AC circuits, semi-conductor devices, amplifiers, oscillators and digital devices. The intent is to provide a working understanding of common instrumentation in science and technology. Text will be on the level of Simpson, *Electronics for Scientists and Engineers*. Prerequisite: PHY 102 or PHY 212 with a grade of “C-” or higher.

PHY 232L. Fundamentals of Electronics Laboratory1 hour
Laboratory work will involve design, construction, troubleshooting and analysis of standard analog and digital circuits. Corequisite: PHY 232.

PHY 331, PHY 332. Electricity and Magnetism I, II4 plus 4 hours
This course is a thorough introduction to one of the two fundamental disciplines of classical physics, using vector calculus methods. After a brief review of vector analysis, the first semester will treat electrostatic and magnetic fields and provide an introduction to the special theory of relativity. The second semester will develop electrodynamics, including Maxwell’s equations, the propagation of electromagnetic waves, radiation and the electromagnetic theory of light. The treatment will be on the level of the text of Reitz, Milford and Christy. It is recommended that MAT 241 be taken concurrently. Prerequisites: MAT 233 and PHY 202 with a grade of “C-” or higher in each course; PHY 331 must precede PHY 332.

PHY 333. Thermal and Statistical Physics4 hours
The purpose of this course is to provide physics, engineering and chemistry majors with a fundamental understanding of heat and the equilibrium behavior of complex systems including statistical mechanics. Topics will include the zeroth, first and second laws of thermodynamics with applications to closed and open systems; microcanonical and canonical ensembles for classical and quantum systems, with applications to ideal gases, specific heats, blackbody radiation, etc.; the kinetic description of equilibrium properties. Text will be on the level of Kestin and Dorfman or Zemansky. Prerequisites: MAT 132 and PHY 202 with a grade of “C-” or higher in each course.

PHY 333L. Thermal and Statistical Physics Laboratory1 hour
Laboratory work will include experiments involving thermal expansion, behavior of ideal and real gases, determination of adiabatic constants for gases, measurement of the density anomaly of water, diffusion in gases, liquids and solids, superconductivity and the critical temperature. Corequisite: PHY 333.

PHY 335. Introduction to Modern Optics4 hours

A standard intermediate-level optics course which will treat the basics of wave theory and the electromagnetic origin of optical phenomena, geometrical optics, physical optics including Fourier optics, Fraunhofer and Fresnel diffraction and dispersion. The course will conclude with some consideration of current topics such as holography, quantum optics and non-linear optics. Text will be on the level of Jenkins and White or Hecht. Prerequisites: MAT 241 and PHY 202 with a grade of "C-" or higher in each course.

PHY 335L. Modern Optics Laboratory1 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. Prerequisite or corequisite: PHY 335.

PHY 421, PHY 422. Introduction to Modern Physics I, II4 plus 4 hours

For physics, engineering and chemistry majors, this is a one-year sequence that discusses the most important developments in 20th century physics. The first semester will review special relativity and treat the foundations of quantum physics from a historical perspective; the quantum theory of one-electron atoms will be developed. In the second semester, there will be a treatment of many-electron atoms, molecules and solids, with an introduction to nuclear and elementary particle physics. The text will be on the level of Eisberg and Resnick, *Quantum Physics*. Prerequisites: PHY 202 and PHY 332; PHY 421 must precede PHY 422.

PHY 421L, PHY 422L. Modern Physics Laboratory I, II1 plus 1 hour

Laboratory work will include experimental determination of fundamental constants such as h, e and e/m as well as standard experiments such as Franck-Hertz, Rutherford scattering, electronic spin resonance, Millikan oil-drop, Bragg diffraction, etc. Corequisites: PHY 421 and PHY 422.

PHY 423. Mathematical Physics4 hours

This course will examine a variety of mathematical ideas and methods used in physical sciences. Topics may include: vector calculus; solutions of partial differential equations, including the wave and heat equations; special functions; eigenvalue problems; Fourier analysis and mathematical modeling, particularly numerical computer methods. Text will be on the level of Arfken or Mathews and Walker. Prerequisite: MAT 241 with a grade of "C-" or higher.

PHY 431. Special Topics in Theoretical Physics1-5 hours

Topics to be chosen in accordance with the student's interest include Laser Physics, Plasma Physics, Theory of the Solid State, Nuclear and Particle Physics, Astrophysics and Cosmology.

PHY 441. Special Topics in Experimental Physics1-5 hours

Topics to be chosen in accordance with the student's interest in experimental physics.

PHY 499. Independent Study in Physics1-5 hours

Supervised study of a topic of interest to the student, which is not treated in the regularly scheduled course offerings. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Politics

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, molds international relations. At Oglethorpe, students of politics encounter a wide range of opinions, beliefs and scholarly analysis as to the nature of politics and what constitutes the legitimate aims of political action. Differences and disagreements abound, providing a rich environment for students to develop their own informed opinions honed through healthy debate with their colleagues. In addition, politics majors gain both substantive knowledge and analytic skills. Introductory classes in American politics, comparative politics, international relations and political philosophy provide the foundation for subsequent pursuit of more specialized study undertaken in higher-level courses. Skills acquired include: close critical reading of texts; inductive, deductive and analogical reasoning; substantiating arguments; comparing across cases; and making generalizations.

Oglethorpe’s location provides numerous opportunities to study and engage with real world politics, be they local, national or international. Atlanta is home to the Georgia state government, The Carter Center and the Martin Luther King, Jr. Center. Students have taken advantage of the Georgia’s Legislative Intern and Governor’s Intern Programs, as well as worked with the Georgia State Legislature, the Department of Industry, Trade and Tourism and the League of Women Voters, participated in The Carter Center Internship Program and worked with a variety of governmental and grassroots programs.

Resources at Oglethorpe serve to help students engage actively in politics. Through career services, students can identify and create other internships. Oglethorpe’s affiliations with The Washington Center for Internships and the Washington Semester Program of American University allow students to study politics and intern in the nation’s capital. Students can also use internship credit towards their major requirements. In an increasingly globalized world, Oglethorpe’s study abroad programs provide the opportunity to gain in-depth experience of the politics and culture of another country for periods ranging from a week to a semester to a year. Please see Oglethorpe University Students Abroad in the Educational Enrichment section of this *Bulletin*.

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.

Major

The requirements for a major in politics are satisfactory completion of at least 10 courses in the discipline, of which the following four are required:

- POL 101. Introduction to American Politics
- POL 111. International Relations
- POL 121. Introduction to Comparative Politics
- POL 341. Political Philosophy I: Ancient and Medieval or
POL 342. Political Philosophy II: Modern

In addition, students must take two courses at the 300 level and one at the 400 level, and complete at least one semester of a foreign language at the second semester elementary-level or higher. The degree awarded is the Bachelor of Arts.

Minor

To receive a minor, students must take four courses distributed among three of the four subfields of the discipline (American politics, comparative politics, international relations and political philosophy).

POL 101. Introduction to American Politics4 hours

This course is an introduction to the fundamental questions of politics through an examination of the American founding and political institutions.

POL 111. International Relations4 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.

POL 121. Introduction to Comparative Politics4 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.

POL 201. Constitutional Law4 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. Prerequisite: POL 101.

POL 202. State and Local Government4 hours

This course is a survey of the origin, development and characteristic problems of state and local government in the United States. Prerequisite: POL 101.

POL 211. War4 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?

POL 231. Asian Politics4 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 302. American Political Parties4 hours

This course covers an in-depth study of the development of party organizations in the United States and an analysis of their bases of power. Prerequisite: POL 101.

POL 303. Congress and the Presidency4 hours

An examination of the original arguments for the current American governmental structure and the problems now faced by these institutions. Prerequisite: POL 101.

ULP 303. The New American City4 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, including the 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.

POL 304. African-American Politics4 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. Prerequisite: POL 101.

POL 311. United States Foreign Policy4 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.

POL 321. Political Development4 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 in Human Nature and the Social Order II (Smith, Marx, Weber) to address contemporary cases in developing and developed countries. Prerequisite: POL 121, COR 202 or permission of the instructor.

POL 331. Comparative Politics of China and Japan4 hours

While Japan and China have both become prominent nation-states with increasing international influence, each country has achieved this feat through very different means. This course seeks to ascertain the sources and strength of their respective development paths as well as the prognosis for their political and economic futures. Topics to be covered include: state formation, ideology and political order, political and economic institutions, economic development strategies, 'Asian values,' state-society relations, regional and international relations. Prerequisite: POL 121, POL 231 or permission of the instructor.

POL 341. Political Philosophy I: Ancient and Medieval4 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. Prerequisite: COR 201 or permission of the instructor.

POL 342. Political Philosophy II: Modern4 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. Prerequisite: POL 341 or permission of the instructor.

POL 350. Special Topics in Politics4 hours

A variety of courses will be offered to respond to topical needs of the curriculum. Recent courses include Moral and Political Leadership, Dealing with Diversity, Criminal Law and Citizenship in Theory and Practice. Prerequisite: Permission of the instructor.

POL 361. European Politics4 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. Prerequisite: POL 101.

POL 411. War, Peace, and Security4 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. Prerequisite: POL 111 or POL 311.

POL 422. Seminar in Chinese Politics4 hours

This course explores the ongoing political, social and economic transformations in Communist China, with emphasis on the post-Mao era (1978 to the present). General themes include Maoist versus Dengist politics, revolution versus reform, market reform in a communist state, factionalism, central-local relations, state-society relations and China in the international order. The course also examines current political and social issues. Prerequisite: POL 121, POL 231 or permission of the instructor.

POL 431. Seminar in Politics and Culture4 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 Philosophy4 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*. Prerequisite: Permission of the instructor.

POL 450. Independent Study in Politics1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

POL 451. Internship in Politics1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Georgia State Legislature, the United States Department of State, The Carter Center and the Superior Court of Fulton County. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Pre-law Studies

Students planning to enter law school after graduation from Oglethorpe should realize that neither the American Bar Association nor leading law schools endorse a particular pre-law major. The student is advised, however, to take courses that enhance the basic skills of a liberally educated person: reading with comprehension, writing, speaking and reasoning. The student is encouraged to become more familiar with political, economic and social institutions as they have developed historically and as they function in contemporary society.

Students interested in pursuing a legal career should ask the registrar for the names of faculty members serving as pre-law advisers.

Pre-medical Studies

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

Professional schools of health science require for admission successful completion of a specified sequence of courses in the natural sciences, courses in the humanities and social sciences, as well as the submission of acceptable scores on appropriate standardized tests. However, pre-medical students have latitude of choice with regard to the major selected. Students should familiarize themselves with the particular admission requirements for the type of professional school they plan to enter prior to deciding on the course of study to be pursued at Oglethorpe. An excellent starting point for this preliminary study is "Health Professions Links" at <http://www.naahp.org>.

Some schools of medicine, dentistry and veterinary medicine will admit highly qualified applicants who have completed all admission requirements for the professional school during three years of study at an undergraduate institution. (Four years of undergraduate work and a bachelor's degree are standard requirements; admission after three years is highly atypical and is not available at all schools.) It is possible for students to enter an allopathic, osteopathic or podiatric medical school, dental school or veterinary school (no other health professions schools are eligible) after three years of study at Oglethorpe and to complete their bachelor's degree under the **Professional Option**. By specific arrangement between the professional school and Oglethorpe University, and in accordance with regulations of both institutions, after successful completion of all academic requirements of the first year in the

professional school, the student receives a degree from Oglethorpe University when certified to be in good standing at the professional school. Students interested in this possibility should consult with their advisers to make certain that all conditions are met; simultaneous enrollment in several science courses each semester during the three years at Oglethorpe likely will be required to meet minimum expectations for taking professional school admission tests and to meet admission requirements for the professional school. All Oglethorpe core courses must be completed before the student enrolls in the professional school.

An important note for international students: It is extremely difficult for international applicants who are not citizens or permanent residents of the United States to gain admission to American medical schools. State-supported medical schools rarely consider international applicants; private medical schools that accept international applicants generally require them to place in escrow the equivalent of one to four years tuition and fees (U.S. \$40,000 to \$200,000). There are very few scholarships available to support any students at American medical schools; in order to qualify for loans that are sponsored by the United States government, the applicant must be a citizen or permanent resident. International students who plan to become medical doctors by completing their education at an American medical school should consider these issues very carefully before enrolling in an undergraduate premedical program in the United States.

Psychology

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:

1. 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).
2. Learn major theoretical and empirical advances in a variety of disciplines within the field of psychology (for example, clinical, cognitive, developmental, motivational, organizational, personality, physiological, social). This objective should include the ability to compare and contrast explanations offered by different schools of thought within each discipline (for example, behavioral, biological, cognitive, dispositional, psychoanalytic, social learning). It also should include an understanding of both current and historically prominent developments in the various disciplines.
3. Learn ways in which psychological concepts can be applied for the benefit of oneself and society. Students will learn about clinical, educational and organizational applications of psychological research and will consider ways in which psychological principles may be relevant to personal life and civic participation. In addition, students are expected to become more precise and tolerant observers of human behavior and individual differences.

The Department of Psychology at Oglethorpe University has a strong tradition of student achievement in research and internships. Many students collaborate with faculty on research projects or develop and complete their own research projects with the help of faculty mentors. Each year, Oglethorpe is represented at regional and national psychology conferences by psychology students presenting their original work. Psychology students have completed

internships in a variety of settings including: private clinical practices, adoption agencies, law enforcement agencies, law firms, the Centers for Disease Control and Prevention, Partnership Against Domestic Violence, Georgia State University Language Research Center, Zoo Atlanta, Yerkes Regional Primate Research Center and the Georgia Psychological Association.

Major

To complete a major in psychology, the student must complete nine psychology courses (36 semester hours) beyond Psychological Inquiry. These nine courses must include Statistics, Research Methods, Advanced Experimental Psychology and History and Systems of Psychology. Psychology majors also are required to complete General Biology I and II as directed electives and at least one semester of a foreign language at the second semester elementary-level or higher. The degree awarded is the Bachelor of Arts. Transfer courses may satisfy major requirements if approved by psychology faculty, if shown on an official transcript and if the work was completed with a grade of "C" or higher. Any course taken outside of the traditional undergraduate program to satisfy degree requirements must be approved by the psychology department.

Minor

A minor in psychology consists of any four psychology courses (20 semester hours) beyond Psychological Inquiry. No course can be used to satisfy both major and minor requirements.

PSY 101. Psychological Inquiry4 hours

This course presents a unique way of understanding ourselves: the use of the empirical method to obtain information about human and animal behavior. Psychological experimentation will be shown to contribute to human self-understanding through its production of interesting, reliable and often counter-intuitive results. Topics to be considered may include obedience to authority, memory, alcoholism, persuasion, intelligence and dreaming. These topics will be examined from a variety of potentially conflicting perspectives: behavioral, cognitive, developmental, biological and psychoanalytic. Offered every semester.

PSY 201. Developmental Psychology4 hours

The ways in which individuals understand the world and each other change dramatically from birth to adolescence. This course will trace these developments, particularly those of cognition, social behavior and self-concept. The factors influencing development, such as heredity and the social/cultural environment will be emphasized. Offered annually in the spring. Prerequisite: PSY 101 with a grade of "C-" or higher.

EDU 201. Educational Psychology4 hours

A study of learning theory and its application to such problems as classroom management, the organization of learning activities, understanding individual differences and evaluating teaching and learning. Emphasis is given to factors which facilitate and interfere with learning. Offered annually in the spring. Prerequisite: PSY 101 with a grade of "C" or higher.

PSY 202. Organizational Psychology4 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 leadership, and to topics specific to the work environment, such as employee selection, training and evaluation. Offered odd years in the spring. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 203. Learning and Conditioning4 hours

This course examines the empirical and theoretical issues surrounding learned behavior. Most of the data discussed come from studies in animal learning but special emphasis will be placed on how learning principles explain everyday human behavior and are used in the treatment of abnormal behavior patterns. Offered annually in the fall. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 204. Social Psychology4 hours

Social psychology is the study of human beings in interaction with each other or under the pressure of forces of social influence. The course will include a consideration of conformity, persuasion, attraction, aggression, self-presentation and other relevant aspects of the social life. Offered annually in the fall. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 205. Theories of Personality4 hours

The goal of this course is to acquaint the student with the major theories of personality and with approaches to the scientific evaluation of them. Students will be encouraged to engage in critical analysis and theoretical comparisons of the ideas presented from diverse, and often contradictory, perspectives. Offered annually in the fall. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 301. Research Methods4 hours

Through a combination of class discussion and hands-on research activity, this course provides students with exposure to a variety of research approaches. The course begins with an examination of descriptive methods, such as naturalistic observation, surveys and archival research, and concludes with an analysis of controlled experimental methods. Quasi-experimental designs and applications of research methods are also explored. Offered annually in the fall. Prerequisites: PSY 101 with a grade of "C-" or higher and MAT 111.

PSY 302. Advanced Experimental Psychology4 hours

This sequel to the introductory research methods course provides an in-depth analysis of controlled experimentation in a laboratory setting. Each student will design and conduct an individual research project to fulfill the laboratory component of the course. Offered annually in the spring. Prerequisite: PSY 301.

PSY 303. Psychological Testing4 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. Prerequisites: PSY 101 with a grade of "C-" or higher and MAT 111.

PSY 306. Abnormal Psychology4 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 a 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. Prerequisite: PSY 101 with a grade of "C-" or higher.

PSY 307. Cognitive Psychology4 hours

This course explores the nature and function of human thought processes. Topics to be considered include perception, attention, remembering and forgetting, mental imagery, psycholinguistics, problem solving and reasoning. Offered even years in the fall. Prerequisite: PSY 101 with a grade of “C-” or higher.

PSY 308. Sensation and Perception4 hours

This course explores how the brain and body transduce, organize and interpret information from the environment. 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. Prerequisites: PSY 101 with a grade of “C-” or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 309. Behavioral Neuroscience4 hours

This course focuses on the neural and hormonal correlates of behavior including sleep, feeding, sexual behavior, learning and memory, language, movement and psychopathology including mood disorders and schizophrenia. Other topics include methods used in the brain sciences, the connection between stress and illness and how the brain recovers from injury. Offered annually in the fall. Prerequisites: PSY 101 with a grade of “C-” or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 401. Special Topics in Psychology4 hours

The seminar will provide examination and discussion of various topics of contemporary interest in psychology. Prerequisite: PSY 101 with a grade of “C-” or higher.

PSY 402. Topics in Clinical Psychology4 hours

The focus of the course is on the examination and discussion of topics of contemporary interest in clinical psychology. Offered even years in the spring. Prerequisite: PSY 306.

PSY 403. Drugs, the Brain, and Behavior4 hours

This course examines the effects of psychoactive drugs on the central nervous system and behavior. Both recreational and illicit drugs (opioids, stimulants, sedatives, hallucinogens) and those used to treat mental disorders (antianxiety agents, antidepressants, antipsychotics) will be covered. Drug action at the synaptic level, dose-response functions, tolerance and sensitization and toxicity will be discussed. Offered odd years in the spring. Prerequisites: PSY 101 with a grade of “C-” or higher and BIO 102. (Biology majors only need BIO 102.)

PSY 405. History and Systems of Psychology4 hours

A study of the historic development of modern psychology, this course covers its philosophical and scientific ancestry, the major schools of thought, the contemporary systems of psychology and their theoretical and empirical differences. Recommended for the senior year. Offered annually in the spring. Prerequisites: Two or more psychology courses and senior standing or permission of the instructor.

PSY 406. Directed Research in Psychology4 hours

Original investigations and detailed studies of the literature in selected areas of psychology will be supervised by a faculty member. Emphasis will be on original research. Prerequisites: PSY 301 and permission of the instructor.

PSY 407. Internship in Psychology1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities mentioned in the major overview. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

PSY 408. Independent Study in Psychology1-4 hours

This course provides the opportunity for an intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Sociology

Sociology is the study of human society, culture and conduct from a variety of perspectives that include interpersonal, institutional and aggregate levels of analyses. At the interpersonal level, sociologists may study personality formation in social contexts or how the individual responds to social opportunities and constraints. At the institutional level, sociologists attempt to analyze social institutions (such as the family, religion and the state) and social structures (such as social classes and racial and ethnic stratification) that shape human conduct. And at the aggregate level, sociology focuses on the study of large-scale influences ranging from demographics to social movements to cultural systems.

The mission of the sociology faculty at Oglethorpe is to introduce students to such studies within a liberal arts setting by developing each student’s analytical, writing, speaking and methodological skills, as well as his or her ability to comprehend and explicate difficult texts. Sociology majors should be able, through written and oral analyses, to make arguments whose conclusions follow from evidence carefully and logically presented. They should be able to distinguish between informed and uninformed opinion. In addition, each sociology student at Oglethorpe will be expected to master essential knowledge within the areas of sociological theory, research methodology and statistics, and within at least three content areas. In order to encourage a practical understanding of social problems and institutions, students, where appropriate, are urged to seek internships. Students bound for graduate school are encouraged to master a foreign language.

Major

The sociology major consists of a minimum of nine sociology courses (36 semester hours) beyond Human Nature and the Social Order I and II. These nine courses must include Introduction to Sociology, Statistics, Introduction to Quantitative Research Methods, Sociological Theory and five additional sociology courses selected by the student. Of the nine courses, at least six must be completed at Oglethorpe for a major in sociology. Human Nature and the Social Order I and II must be completed by all majors who enter Oglethorpe below the junior level. In addition, at least one semester of a foreign language at the second semester elementary-level or higher is required. The degree awarded is the Bachelor of Arts.

Minor

A minor in sociology consists of Introduction to Sociology and any other three sociology courses (16 semester hours) beyond Human Nature and the Social Order I and II. No course can be used to satisfy both major and minor requirements. Of the four sociology courses, at least three must be completed at Oglethorpe for a minor in sociology.

Sociology with Social Work Concentration

Major

A major in sociology with a concentration in social work consists of seven courses (28 semester hours) beyond Human Nature and the Social Order I and II, in addition to a semester of field placement (16 semester hours). Required courses include Introduction to Sociology, Field of Social Work and Methods of Social Work, in addition to four sociology electives. Successful completion of at least one semester of a foreign language at the second semester elementary-level or higher also is required. The degree awarded is the Bachelor of Arts.

SOC 101. Introduction to Sociology4 hours

This course offers an introduction to topics central to the study of human society, culture and conduct. Selected fields of study frequently include culture, formation of the self, social classes, power structures, social movements, criminal behavior and a variety of social institutions. Emphasis is placed upon basic concepts and principal findings of the field. Offered annually.

SOC 201. The Family4 hours

This course focuses primarily on the changes in the American family since 1945. The topics discussed include trends in marriage, the age of marriage, fertility, illegitimacy, divorce, remarriage and domestic abuse. The possible social and economic causes and consequences of these trends are also discussed. Offered annually.

SOC 202. The American Experience4 hours

The purpose of this course is to consider the ways the American experience has shaped a distinct American character and identity. The course blends both historical and social scientific analysis and considers how political, economic and social institutions have contributed to American manners and morals. Particular attention is paid to immigration and assimilation, folk culture, the relationship between the individual and community, religious pluralism, ethnic identity, political liberalism and free markets. Offered biennially.

SOC 204. Social Problems4 hours

This course studies the impact of current social forces upon American society. Deviation from social norms, conflict concerning social goals and values and social disorganization as these apply to family, economic, religious and other institutional and interpersonal situations are of primary concern. Offered biennially.

SOC 205. Crime and Deviance4 hours

This course will examine behaviors that do not conform to moral and legal codes and the ways in which societies control such behaviors. Particular emphasis will be given to American society. Readings will include classic and current analyses of deviance and crime. Offered biennially.

SOC 302. The Sociology of Work and Occupations4 hours

This course has three purposes: 1) to analyze the means by which non-economic institutions, especially the family, schools and religious institutions influence the formation of “human capital”; 2) to study the history and contemporary nature of the professions; and 3) to analyze the relationship between the external control of workers and their internal motivation. A cross-cultural approach is employed in the course. Offered biennially.

SOC 303. Field of Social Work4 hours

This course will study and analyze the historical development of social work and social work activities in contemporary society. Offered biennially.

ULP 303. The New American City4 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, including the 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 biennially.

SOC 304. Methods of Social Work4 hours

This course is a study of the methods used in contemporary social work. Offered biennially. Prerequisite: SOC 303.

SOC 305. Film and Society4 hours

This course is designed to help students analyze and interpret films from the perspectives of social theory. Emphasis will be placed upon exploring visions of the self and society in a variety of film genres, including mysteries, comedies, film noir, westerns, musicals, etc. Films studied in recent classes include *Citizen Kane*, *Vertigo*, *The Maltese Falcon*, *Red River*, *Cabaret* and others. Offered biennially.

SOC 306. Race, Ethnicity and Immigration4 hours

This course treats contemporary ethnic relations and the history of immigration in the United States. It considers the role of markets, government policy and culture in the formation of ethnic identity and the well being of ethnic groups. Although the chief concern is with the United States, a comparative approach is taken. Offered biennially.

SOC 307. Elites and Inequality4 hours

An examination is made in this course of the social stratification of privileges and deprivations in contemporary societies, focusing on the distribution of wealth, status and power. The course studies social stratification historically and comparatively, the American upper, middle and lower classes, institutionalized power elites, race and gender stratification, status systems and economic inequality. Offered biennially.

SOC 308. Culture and Society4 hours

A study of the dynamics of traditional, modern, and postmodern cultures that focuses on the analysis of symbolic forms and boundaries, social memory, ceremonies and rituals, bodily habits, cultural elites and cultural revolutions. Special attention is given to “culture wars,” the impact of mass media and postmodernism in contemporary societies. The course is comparative in approach. Offered biennially.

SOC 309. Religion and Society4 hours

This course will examine religion as a social institution, its internal development, relationship to other institutions and its cultural and social significance in modern and traditional societies. Special attention will be given to the conflict between spirit and institution in Christianity; the rise and decline of denominationalism; contemporary forms of spirituality; the modern psychologization of religion; and the comparative study of religions. Offered biennially.

SOC 402. Field Experience in Social Work16 hours

Students concentrating in social work spend a semester in social work agencies in the Atlanta area for on-the-job practicum experience. Successful field placements have been made in a variety of settings in recent years, including Wesley Woods Health Center, West Paces Ferry Hospital and Atlanta shelters for the homeless. Prerequisites: SOC 303, permission of the academic adviser and faculty supervisor and signature of the director of career services.

SOC 403. Sociological Theory4 hours

This course will study classical and contemporary theory with an emphasis upon the latter. Contemporary theories covered usually include utilitarian individualism (sociobiology, exchange theory and rational-choice theory), communitarianism, civil society theory, critical theory and post-modernism. Offered biennially.

SOC 404. Special Topics in Sociology4 hours

A seminar providing examination and discussion of various topics on contemporary and historical interest in sociology. Prerequisite: Permission of the instructor.

SOC 405. Internship in Sociology1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Gainesville/Hall County Senior Center, the Georgia Bureau of Investigation and the Partnership Against Domestic Violence. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

SOC 406. Independent Study in Sociology1-4 hours

An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

SOC 407. Internship in American Studies1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list

of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Spanish

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 the 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 del Salvador (Argentina), the Universidad San Francisco de Quito (Ecuador), the Instituto Tecnológico y de Estudios Superiores de Occidente (Mexico) or at Universidad Francisco de Vitoria (Spain). In addition, for the adventurous student, there are many other creative study abroad options available, all of which can be discussed with student advisers. 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 greatly enhances student marketability after graduation.

All students with previous study or experience in Spanish must take a language placement examination. 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, especially at the elementary level. Students are not eligible to enroll in elementary and intermediate courses in their native languages.

Major

Students who major in Spanish must first complete the following requirements:

- SPN 201. Intermediate Spanish
- SPN 301. Advanced Spanish
- SPN 302. Introduction to Hispanic Literature

Students will then complete a semester in an approved study abroad program, which should include a minimum of 12 semester hours. Returning students must complete three upper-level (300 or 400) courses in Spanish.

Elementary French I or equivalent as determined through the French placement test is also required. It is recommended that this requirement be completed during the student's first two years.

The degree awarded is the Bachelor of Arts.

Minor

A minor in Spanish consists of the following requirements:

SPN 201. Intermediate Spanish

Three upper-level courses (300 or 400)

Certain of these requirements may be met through an approved study abroad program.

SPN 101, SPN 102. Elementary Spanish I, II4 plus 4 hours

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 required for SPN 102 or placement by testing.

SPN 201. Intermediate Spanish4 hours

This course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Short compositions, readings from Spanish and Spanish-American literature and class discussions require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102 or placement by testing.

SPN 301. Advanced Spanish4 hours

This course is designed to improve students' skills to a sophisticated level at which they are able to discuss and express opinions in both oral and written form. Readings of essays and short-stories as well as film viewing in Spanish are used as the basis for discussion, introduction to cultural issues and written expression. Frequent writing assignments. Prerequisite: SPN 201 or placement by testing.

SPN 302. Introduction to Hispanic Literature4 hours

This course offers an introduction to literary analysis based on a rigorous program of readings from Spanish and Spanish American literatures. It is a skills-building course that familiarizes students with the lexicon of literary criticism in Spanish and trains them to be active readers of Hispanic literature. Students read and analyze (orally and in writing) representative works of the four fundamental genres of literature: Narrative, Poetry, Drama and Essay. Taught in Spanish. Prerequisite: SPN 301 or placement by testing.

SPN 305. Spanish for International Relations and Business4 hours

This course considers current events in the world of international relations from a Hispanic perspective. Students will read and discuss academic as well as journalistic articles in Spanish and will learn vocabulary appropriate to the world of international politics, diplomacy or business. In addition, they will explore common cross-cultural clashes and misunderstandings to improve intercultural communication in Hispanic contexts as a means to succeeding more effectively in a global environment. Taught in Spanish. Prerequisite: SPN 301.

SPN 350. Special Topics in Hispanic Languages, Literatures and Cultures4 hours

This course provides the opportunity to study particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. This course may be repeated for credit as course content changes. Prerequisite: SPN 301.

SPN 401. Advanced Special Topics in Hispanic Languages, Literatures and Cultures4 hours

This course provides advanced study of particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. This course may be repeated for credit as course content changes. Prerequisite: SPN 302.

SPN 403. Political Issues in Spanish-American Literature and Film4 hours

The social and political upheavals that took place in several Spanish-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. Among the topics to be studied are revolution, testimony, exile and the Other as a figure of resistance. Taught in Spanish. Prerequisite: SPN 302.

SPN 404. Discourse of Golden-age Spain4 hours

In this course, students will analyze Golden-age Spanish society through the literature produced during the 16th and 17th centuries, the two epochs that encompass the Spanish Siglos de Oro. Studied texts will reveal a young Spain altogether confident about its present, at times insecure about its future and frequently ambivalent about its diverse past. Prerequisite: SPN 302.

SPN 405. 20th Century Spanish American Literature4 hours

This is a study of Spanish 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 410. The Development of Latin American Cultures4 hours

This course introduces students to the diverse cultural heritage of Latin America paying special attention to the impact and consequences of the encounter between European, Native and African cultures in art, politics and religion. Manifestations of cultural syncretism and diversity from the times of the Spanish conquest and colonization to the post-colonial polemics of cultural identity will be examined. Taught in Spanish. Prerequisite: SPN 302.

SPN 450. Independent Study in Spanish1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Theatre

Students majoring in theatre concentrate their efforts in the areas of performance and directing. Additional courses in theatre history and stagecraft, combined with Oglethorpe's internship program, offer a study in theatre that is interactive in approach and broad in scope. The department's unique relationship with Georgia Shakespeare also provides qualified students with performance opportunities unparalleled by any school in the region. Those entering Oglethorpe with a background in theatre, as well as students with an interest but no experience, will find ample opportunities in the theatre program to develop their skills and expertise.

The Oglethorpe University theatre program is dedicated to presenting stimulating and enjoyable theatre for audiences of all types and ages and integrating theatre into Oglethorpe University's academic curriculum. Mounting five full productions per school year, the program pursues an artistic policy that celebrates the diversity of its dramatic heritage by engaging texts of diverse periods, cultures and styles. Through The Playmakers (the theatre program's official performance company), laboratory opportunities are provided as students and faculty come together to create live performance events for the campus community and the city of Atlanta.

Major

Students pursuing a Bachelor of Arts degree are required to complete the following courses:

- THE 105. Beginning Characterization
- THE 205. Intermediate Characterization
- THE 210. Theatre History I: Greeks to Restoration
- THE 220. Theatre History II: Renaissance to 20th Century
- THE 305. Advanced Characterization: Shakespeare
- THE 310. Stagecraft
- THE 330. Directing for the Stage I
- THE 340. Directing for the Stage II
- THE 407. Internship in Theatre

In addition, students must choose two from among the following:

- ENG 202. Shakespeare
- ENG 306. Special Topics in Drama
- THE 320. Special Topics in Theatre
- THE 408. Independent Study in Theatre

Minor

A theatre minor serves as an appropriate complement to a variety of majors in communications and the humanities. Students are required to take the following courses:

- THE 105. Beginning Characterization
- THE 205. Intermediate Characterization
- THE 310. Stagecraft

Students must complete one of the following:

- THE 210. Theatre History I: Greeks to Restoration
- THE 220. Theatre History II: Renaissance to 20th Century

Students must complete one from among the following:

- ENG 202. Shakespeare
- ENG 306. Special Topics in Drama
- THE 320. Special Topics in Theatre
- THE 407. Internship in Theatre

THE 105. Beginning Characterization4 hours

This course explores the physical and mental foundations necessary for successful stage performance. Students will be expected to engage in hands-on exercises, physical and vocal warm-ups and performance work (both individual and partnered) throughout the semester. The basic principles of the Stanislavski method will be explored through stage combat, mime, movement, vocalization and contemporary characterization.

THE 205. Intermediate Characterization4 hours

Intermediate Characterization is a studio intensive course that 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 tenets put forth by Constantin Stanislavski. Meisner's training approaches will be uncovered through immersive studio exercises, in-depth scene study assignments and review and discussion of Meisner's seminal book *Sanford Meisner on Acting*, as well as other related literature. Prerequisite: THE 105.

THE 210. Theatre History I: Greeks to Restoration4 hours

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods covered include: Greek, Roman, Medieval, Elizabethan and Restoration.

THE 220. Theatre History II: Renaissance to 20th Century4 hours

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods and styles covered include: Renaissance, Neo-classic, Sentimental Comedy, Domestic Tragedy, Melodrama and Realism.

THE 305. Advanced Characterization: Shakespeare4 hours

This course affords the advanced theatre 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 the feat of performance. This course builds upon the student's understanding of Stanislavkian acting approaches with the assumption that, despite formal differences, Shakespearean texts can be approached with psychological-realist tactics. Prerequisite: THE 205.

THE 310. Stagecraft4 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 320. Special Topics in Theatre4 hours

This course will be a study of a selected topic in theatre and/or film, such as Feminist Theatre, Shakespeare in Performance, Gender in Performance, The Hero in American Film or Hollywood's Treatment of Women. Recent topics have focused on dramatic literature, ensemble creating and playwrighting. Prerequisite: THE 105 or permission of the instructor.

THE 330. Directing for the Stage I4 hours

This course offers the intermediate to advanced theatre student an opportunity to explore the foundations of directing texted material for live theatrical performance. The primary focus of this course is on experiential learning rather than abstract study. The course provides practical experience with the three preparatory phases of directing: research, analysis and conceptualization. Prerequisite: THE 205.

THE 340. Directing for the Stage II4 hours

This course serves as the studio practicum for Directing for the Stage I, culminating in performances staged as part of the Oglethorpe University theatre season. The work of individual students will be scheduled accordingly. All student work will be evaluated by a faculty panel. Prerequisite: THE 330.

THE 407. Internship in Theatre1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. Internships are available at most of the 147 Atlanta Coalition for Performing Arts member theatres. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

THE 408. Independent Study in Theatre1-4 hours

Supervised research on a selected topic, such as The Drama of Eugene O'Neill and Theatrical Lighting Design. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

Women's and Gender Studies

Women's and Gender Studies is intended to introduce the student to the history of women and to the effects of gender on the forms of and approaches to disciplinary study and practice.

Minor

Five courses must be completed, one of which must be either Introduction to Women's Studies - Theory or Introduction to Women's Studies - History. Students must select courses from at least three different disciplines in addition to courses identified as WGS courses. Examples of other courses applicable to the minor are as follows:

- CRS 390. Advanced Topics in Communication and Rhetoric Studies:
Women in the History of Rhetoric
- CRS 390. Advanced Topics in Communication and Rhetoric Studies:
Gender and Communication
- ECO 424. Labor Economics
- ENG 312. Special Topics in Literature and Culture: Gender and
Autobiography

- ENG 312. Special Topics in Literature and Culture: Contemporary Women Writers
- ENG 314. Special Topics in Major British and American Authors: Jane Austen
- FRE 404. Great French Actresses and Their Film Roles
- MUS 430. Special Topics in Music: Women in Music
- PSY 401. Special Topics in Psychology: Gendering (Social Constructions of Gender)
- PSY 401. Special Topics in Psychology: Psychology of Women
- SOC 201. The Family
- SPN 401. Special Topics in Hispanic Languages, Literatures and Cultures: Contemporary Latin American Women Writers
- THE 320. Special Topics in Theatre: Feminist Theatre
- THE 320. Special Topics in Theatre: The Good, the Bad and the Beautiful - Hollywood's Treatment of Women

WGS 301. Introduction to Women's Studies - Theory4 hours

The purpose of this course is to examine the diverse theoretical approaches which have evolved as scholars and activists have endeavored to incorporate the concerns and experiences of diverse groups of women into dominant world views. The seminar will explore the issues of race, class and gender, paying close attention to how these variables affect the development of women's identities and relationships.

WGS 302. Introduction to Women's Studies - History4 hours

The purpose of this course is to explore the history of feminism. By examining a wide range of texts, this seminar will investigate the development of ideas which have come to be recognized as feminist-womanist and the discipline that has developed into women's studies in the context of Western civilization. Included will be Raine Eisler's *The Chalice and the Blade*, which examines the position on women in the beginnings of civilization, Mary Wollstonecraft's *Vindication of the Rights of Women* (1792), Mary Beard's *Women as a Force in History*, De Beauvoir's *The Second Sex*, Susan Faludi's *Backlash* and Ellen Carol Dubois's *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*.

WGS 303. The Literature and History of Immigrant and Minority Women in America4 hours

The purpose of this course is to explore the experiences of immigrant and minority women in North America from the interdisciplinary perspectives of history, literature and women's studies. Through extensive reading, discussion and research this seminar will attempt to recapture women's sense of their own identities in relation to the dominant ideologies of race, class and gender.

WGS 304. Women Poets4 hours

This course is a survey of poetry by women, from ancient Chinese, Persian, and others in translation, to medieval Irish and Renaissance English, to 19th and 20th century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich and Mary Oliver in order to discover what themes, images and attitudes seem to emerge from the works. Prerequisites: COR 101 and COR 102.

WGS 305. Special Topics in Women's and Gender Studies4 hours

This course is intended to introduce the student to the study of women and gender. Special emphasis is placed on the intersection of gender with the epistemological foundations of other disciplines and on the theory and practice of the study of gender. Courses are not limited to, for example, Southern Women's Literature and History, but will often be under the same rubric of other disciplines such as are listed under the requirements of the minor.

WGS 400. Independent Study in Women's and Gender Studies1-4 hours

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

FRE 404. Great French Actresses and Their Film Roles4 hours

This course will study French film actresses and their roles in an attempt to understand better the situation of women in France during the last half of the 20th century. Readings from *The Second Sex* by Simone de Beauvoir, written at the outset of the period in question, provide a counterpoint to the cinematic fiction. Actresses studied may include Isabelle Adjani, Arletty, Fanny Ardant, Brigitte Bardot, Juliette Binoche, Sandrine Bonaire, Catherine Deneuve, Isabelle Huppert, Miou-Miou, Romy Scheider and Simone Signoret. 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.

WGS 407. Internship in Women's and Gender Studies1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Writing

Minor

The writing minor offers two options: an eclectic selection of writing courses or a literary writing focus.

The eclectic option encourages students to learn several kinds of writing according to their interests. This option is open to all students except those pursuing a minor or major in communication and rhetoric studies. The eclectic option consists of five courses beyond Narratives of the Self I and II, one of which may be an internship:

- CRS 220. Investigative Writing
- CRS 240. Journalism
- CRS 260. Writing for Business and the Professions
- CRS 320. Persuasive Writing
- CRS 401. Internship in Communication and Rhetoric Studies (writing intensive internship supervised by communication and rhetoric studies faculty member)
- ENG 230. Creative Writing
- ENG 231. Biography and Autobiography
- ENG 330. Writing Poetry
- ENG 331. Writing Prose, Fiction and Nonfiction
- ENG 401. Internship in English (writing-intensive internship supervised by English faculty member)
- WRI 381. Independent Study in Writing
- WRI 391. Special Topics in Writing

A second option is a literary writing focus in which students write poetry, fiction, nonfiction and other genres that may be offered under Special Topics in Writing or Independent Study in Writing. Students majoring in communication and rhetoric studies may take only this option for the writing minor, provided that no course is used both for the communication and rhetoric studies major and the literary writing option. The writing minor with focus on literary writing consists of five of the following courses, one of which may be an internship:

- ENG 230. Creative Writing
- ENG 231. Biography and Autobiography
- ENG 330. Writing Poetry
- ENG 331. Writing Prose, Fiction and Nonfiction
- ENG 401. Internship in English
- WRI 381. Independent Study in Writing
- WRI 391. Special Topics in Writing

WRI 101. Core Writing Workshop4 hours

This course is designed to assist students in the writing-intensive COR 101 course. Emphasis in the course will be on preparing drafts or series of short writing assignments that will allow an approach to required papers in incremental ways. The goal of the course will be to improve students' understanding of core texts, reading and note taking skills and written responses to these texts. The course does not meet any requirements for the writing minor.

CRS 220. Investigative Writing4 hours

This expository writing course is designed to develop research and writing skills. Emphasis will be on learning a wide range of library and internet-based research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects and to analyze and revise their own writing. Recommended for freshmen and sophomores. Prerequisite: COR 101.

ENG 230. Creative Writing4 hours

This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

ENG 231. Biography and Autobiography4 hours

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative as well as other forms such as the profile and the interview. Students will submit substantial written work each week and keep a journal. The class will follow a workshop format, discussing the students' and published work. Prerequisites: COR 101 and COR 102.

CRS 240. Journalism4 hours

This course teaches the fundamentals of journalistic news writing and reporting. From interviews to the internet, students will learn how to gather information from a variety of sources and write stories using different types of leads, endings and structures. They will also engage in a critique of today's journalistic practices. Offered in the fall. Prerequisites: COR 101 and COR 102.

CRS 260. Writing for Business and the Professions4 hours

A course for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences in business and the professions. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports and manuals. Other elements of the course may include oral presentations. Prerequisites: COR 101 and COR 102.

CRS 320. Persuasive Writing4 hours

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. This course is open to sophomores, juniors and seniors only. Offered in the fall. Prerequisites: COR 101 and COR 102.

ENG 330. Writing Poetry4 hours

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class and trying to generate language that reveals rather than explains intangible "meanings." Prerequisites: COR 101 and COR 102.

ENG 331. Writing Prose, Fiction and Nonfiction4 hours

Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called “a sense of felt life” onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work and reading of published examples. Prerequisites: COR 101 and COR 102.

WRI 381. Independent Study in Writing1-4 hours

Supervised independent writing project. Prerequisites: The student must 1) have junior standing, 2) have a grade-point average of 3.0, 3) be pursuing a minor in writing or a major in communication and rhetoric studies and 4) submit a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the second day of classes of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

WRI 391. Special Topics in Writing4 hours

Study of a selected topic in the field of writing, such as Public Relations Writing, Scientific and Technical Writing, Oral History and The Art of the Essay. The topic will vary from year to year and may be offered by communication and rhetoric studies faculty or English faculty. Prerequisites for special topics taken with communication and rhetoric studies faculty: See individual course listing in current semester class schedule.

CRS 401. Internship in Communication and Rhetoric Studies1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. An internship for the writing minor must be writing intensive. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at CNN, Fox 5, WSB-TV, Green Olive Media and The Atlanta Journal-Constitution. Students are strongly encouraged to do multiple internships, but only 4 semester hours can be applied as elective credits to the major. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

ENG 401. Internship in English1-4 hours

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at *Atlanta Magazine*, The Knight Agency and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Oglethorpe University Evening Degree Program

Two of Oglethorpe's degrees – Bachelor of Arts in Liberal Studies and the Bachelor of Business Administration – may be earned through the evening degree program. These distinctive programs are offered with the working professional in mind. Complete information on these programs is provided in the *Oglethorpe University Evening Degree Bulletin* and available from the evening degree program office, located in Goodman Hall, or by visiting www.oglethorpe.edu (keyword: evening).

The evening undergraduate program offers a curriculum for the adult learner that builds on the foundation of a liberal arts education and aims to enhance the student's skills in critical thinking, communication and basic academic competencies. The underlying vision of the program reflects the mission of Oglethorpe University and its commitment to “make a life and make a living.” The degree requirements include general education requirements designed to assure that each graduate acquires a broad, comprehensive liberal education. In addition, study in a major field and the integration of theory and practice provides educational experiences that develop the student's chosen career. The total experience is designed to be of lasting benefit as a source for personal growth, professional renewal and career advancement.

Six majors offered are: Accounting and Business Administration, leading to a Bachelor of Business Administration degree; Communications, History, Organizational Management and Psychology, leading to a Bachelor of Arts in Liberal Studies.

Traditional undergraduate students may take courses in the evening program with written permission of their advisers and the administration of the evening program. Traditional students who take evening courses are subject to the rules and regulations set forth in the *Oglethorpe University Evening Degree Bulletin*.

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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As the primary representatives of Oglethorpe University's alumni body, the National Alumni Association Board of Directors works closely with the alumni office to achieve the association's goal of establishing and encouraging an active and involved alumni network. The purpose of this network is to build mutually beneficial relationships between alumni, students and the university, demonstrating that the student experience is just the beginning of a life-long relationship with Oglethorpe.

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Assistant Senior Auditor

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The Faculty

(Year of appointment in parentheses)

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Professor of Chemistry

B.S., Wilmington College

Ph.D., Miami University

John S. Carton (1998)

Associate Professor of Psychology

B.A., Wake Forest University

M.A., Ph.D., Emory University

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C.P.A., Maryland, North Carolina,

South Carolina

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Professor of English
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 B.S., University of California
 Ph.D., University of Southern California
- Alan N. Woolfolk (1989)
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Director of Core Curriculum
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 Ph.D., University of Pennsylvania

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M.P.A., Georgia State University

Ph.D., University of Georgia

C.P.A., Georgia

Charlton H. Jones (1974)

Professor Emeritus of Business

Administration

B.S., University of Illinois

M.B.A., Ph.D., University of Michigan

Nancy H. Kerr (1983)

Provost and Professor Emerita of

Psychology

B.A., Stanford University

Ph.D., Cornell University

J. Brien Key (1965)

Professor Emeritus of History

A.B., Birmingham-Southern College

M.A., Vanderbilt University

Ph.D., The Johns Hopkins University

David K. Mosher (1972)

Professor Emeritus of Mathematics

B.A., Harvard University

B.S.A.E., Ph.D., Georgia Institute of
Technology

Ken Nishimura (1964)

Professor Emeritus of Philosophy

A.B., Pasadena College

M.Div., Asbury Theological Seminary

Ph.D., Emory University

John A. Ryland (1985)

Librarian Emeritus

B.A., M.A., Florida State University

Bibliotekarseksamen, Royal School
of Librarianship - Denmark

T. Lavon Talley (1968)

Professor Emeritus of Education

B.S., M.S., Ed.D., Auburn University

David N. Thomas (1968)

Professor Emeritus of History

A.B., Coker College

M.A., Ph.D., University of North Carolina

D.H., Francis Marion College

Louise M. Valine (1978)

Professor Emerita of Education

B.S., University of Houston

M.Ed., University of Georgia

Ed.D., Auburn University

Martha H. Vardeman (1966)

Professor Emerita of Sociology

B.S., M.S., Auburn University

Ph.D., University of Alabama

Philip P. Zinsmeister (1973)

Professor Emeritus of Biology

B.S., Wittenberg University

M.S., Ph.D., University of Illinois

University Officers

(Year of appointment in parentheses)

Lawrence M. Schall (2005)

President

B.S., Swarthmore College

J.D., Ed.D., University of Pennsylvania

Peter A. Rooney (2004)

*Vice President for Development and
Alumni Relations*

B.A., Rhodes College

Timothy Doyle (2003)

*Vice President for Student Affairs
and Dean of Students*

B.A., Wabash College

M.A., Emory University

William O. Shropshire (2006)

Provost

Professor Emeritus of Economics (1979)

B.A., Washington and Lee University

Ph.D., Duke University

Marilyn Fowlé (2005)

Vice President for Business and Finance

B.B.A., University of Houston-Clear Lake

MBA, Rice University

Ed.D., University of Pennsylvania

Donald S. Stanton (1988)

President Emeritus

A.B., Western Maryland College

M.Div., Wesley Seminary

M.A., The American University

Ed.D., University of Virginia

L.H.D., Columbia College

LL.D., Western Maryland College

Litt.D., Albion College

Litt.D., Oglethorpe University

Lucy Leusch (2006)

*Vice President for Enrollment and
Financial Aid*

B.A., Saint Mary-of-the-Woods

Manning M. Pattillo Jr. (1975)

Honorary Chancellor

B.A., University of the South

A.M., Ph.D., University of Chicago

LL.D., LeMoyne College

LL.D., St. John's University

L.H.D., University of Detroit

L.H.D., College of New Rochelle

L.H.D., Park College

Litt.D., St. Norbert College

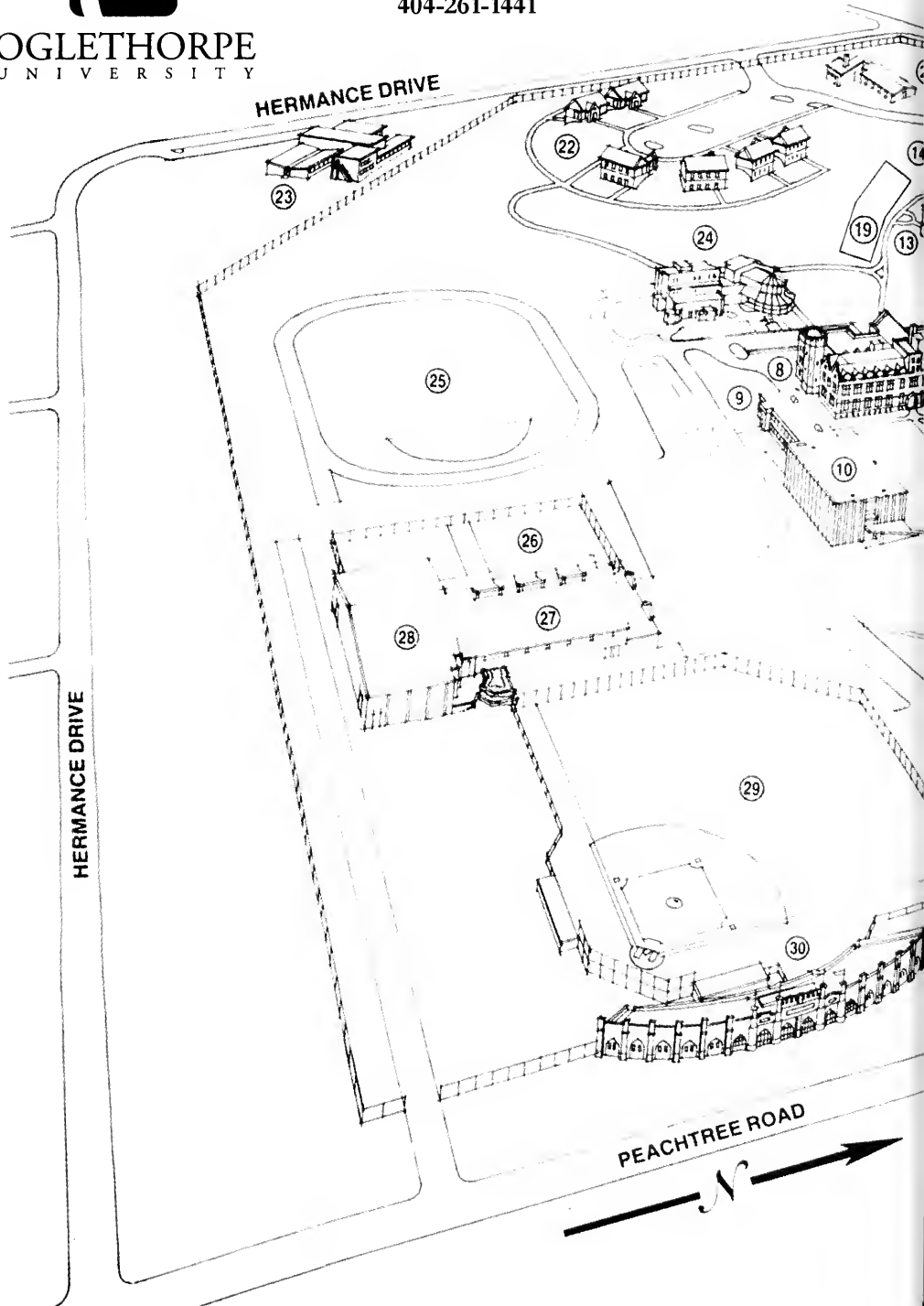
D.C.L., The University of the South

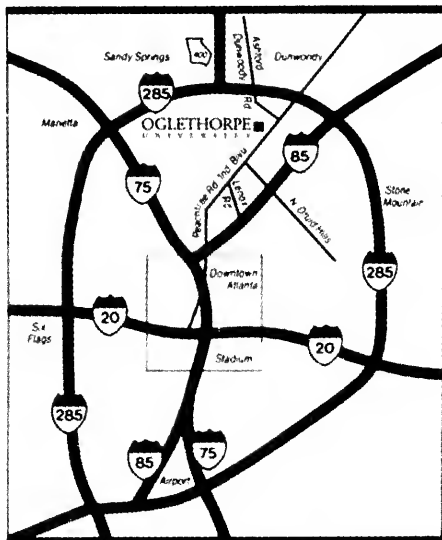
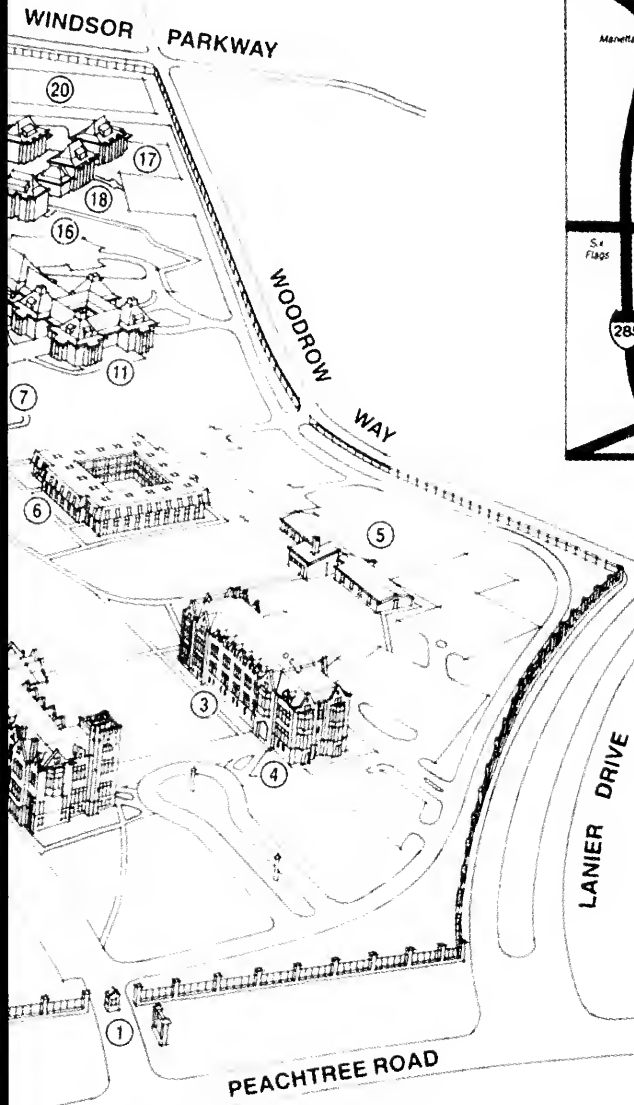
LL.D., Oglethorpe University



4484 Peachtree Road N.E.
Atlanta, GA 30319-2797
404-261-1441

OGLETHORPE
UNIVERSITY





Directions to Campus

From I-85:
 Take North Druid Hills Road (Exit 89). Head west approximately 2 miles, to Peachtree Road and turn right (north). Oglethorpe is 1 mile ahead on the left.

From I-285:
 Take Peachtree Industrial Boulevard (Exit 31-A) south. Continue on Peachtree about 4 miles. Oglethorpe is on the right.

OR: Take Ashford Dunwoody Road (Exit 29), and go south to Peachtree Road and turn right. Oglethorpe is on the right.

Legend for Campus Map

- | | | |
|---------------------------|---|-----------------------------------|
| 1. MacConnell Gate House | 11. Emerson Student Center | 21. Maintenance Building |
| 2. Lupton Hall | 12. Dining Hall | 22. Greek Row |
| 3. Phoebe Hearst Hall | 13. Dempsey Residence Hall | 23. PATH Academy |
| 4. Crypt of Civilization | 14. Jacobs Residence Hall | 24. Conant Performing Arts Center |
| 5. Goodman Hall | 15. Alumni Residence Hall | 25. Track |
| 6. Traer Residence Hall | 16. Schmidt Residence Hall | 26. Tennis Courts |
| 7. Philip Weltner Library | 17. North Residence Hall | 27. Dorough Field House |
| 8. Museum of Art | 18. South Residence Hall | 28. Schmidt Recreation Center |
| 9. J. Mack Robinson Hall | 19. Residence Halls (Opening Fall 2007) | 29. Anderson Field |
| 10. Goslin Hall | 20. Salamone Memorial Soccer Field | 30. Hermance Stadium |

Index

Academic Advising.....	96	Course Substitutions.....	100
Academic Calendar.....	4	Credit by Examination.....	31
Academic Departments.....	138	Cross Registration.....	96
Academic Dismissal.....	99	Crypt of Civilization.....	13, 19
Academic Good Standing.....	99	Dean's List.....	102
Academic Regulations.....	95	Degrees.....	136
Accounting Programs.....	138	Degrees With Honors Thesis.....	103
Administration.....	247	Degrees With Latin Academic Honors.....	103
Admission.....	25	Disability Access.....	119
Alcohol and Drug Policy.....	68	Disability Programs and Services.....	119
Allied Health Studies - see Biomedical Sciences and Allied Health Studies		Discipline of Student Organizations.....	84
American Studies Major.....	142	Discriminatory and Harassment Policy.....	61
AP (Advanced Placement Credit).....	32	Dorough Field House.....	18
Application Requirements and Procedures.....	26	Double Major Policy.....	103
Application Procedure for Financial Assistance.....	40	Drop and Add.....	97
Art Programs.....	143	Dual Degree Programs:	
Athletics.....	60	Engineering.....	174
Atlanta Regional Council for Higher Education (ARCHE).....	28, 96, 181, 196, 223	Environmental Studies.....	179
Auditing Courses.....	102	International Partner Degree Program.....	193
Behavioral Science and Human Resource Management.....	147	Early Admission.....	29
Biology Programs.....	148	Economics Programs.....	167
Biomedical Sciences and Allied Health Studies.....	152	Education Programs.....	170
Biopsychology Major.....	153	Emerson Student Center.....	18
Board of Trustees.....	235	Engineering Program.....	174
Business Administration Programs.....	154	English Programs.....	175
Campus Facilities.....	17	Environmental Studies Program.....	179
Campus Rules and Regulations.....	68	Evening Degree Program.....	234
Career Services.....	121	Experiential Education.....	120
Chemistry Programs.....	158	Faculty.....	242
Civility Statement.....	65	Family Educational Rights and Privacy Act (FERPA).....	74
Class Attendance.....	97	Fees and Costs.....	52
CLEP (College Level Examination Program).....	31	Final Examinations.....	101
Code of Student Conduct.....	77	Financial Assistance.....	35
Communication and Rhetoric Studies.....	161	First-Year Experience.....	118
Community Life - See Student Affairs.....	57	Foreign Language Programs.....	180
Computer Facilities and Services.....	22	Foreign Language Requirement.....	132
Computer Science Minor.....	165	Fraternities.....	60
Computer Use Policy.....	23	French Programs.....	181
Conant Performing Arts Center.....	18	Fresh Focus.....	118
Consensual Relationship Policy.....	66	Freshman Forgiveness Policy.....	100
Core Credits for Study Abroad.....	134	Gatehouse Security Arm Procedures.....	70
Core Curriculum.....	129	General Science Courses.....	184
Core Equivalencies for Transfer Students.....	134	German Courses.....	184
Counseling and Personal Development.....	59	Goodman Hall.....	18
		Goslin Hall.....	19
		Grade Appeal Policy.....	101

Grading.....	98	Part-Time Fees.....	53
Graduation Exercises.....	102	Philosophy Programs.....	203
Graduation Requirements.....	102	Physics Programs.....	207
Greek Courses	185	Policies:	
Grievance Procedures.....	62	Computing Ethics.....	22
Greek Organizations.....	60, 85	Disability Programs and Services.....	119
Health Services.....	58	Email and Computer Use.....	23
Hearst Hall.....	19	Freshman Forgiveness.....	100
History Programs.....	185	Grade Appeal.....	101
History of Oglethorpe	11	Hazing.....	69
Home Schooled Applicants.....	27	Prohibiting Discrimination, Harassment and Retaliation.....	61
Honor Code.....	107	Re-activation.....	100
Honors and Awards.....	63	Residency Requirement.....	28, 87
Honors Program.....	121	Smoking.....	70
Housing.....	58	Student Demonstrations.....	69
IB (International Baccalaureate Credit).....	32	Student Publications.....	84
Individually Planned Major.....	191	Student Organizations.....	83
Individually Planned Minor.....	191	Tuition Refund.....	53
Interdisciplinary Studies.....	192	Politics Programs.....	210
International Exchange Partnerships.....	124	Pre-law Studies Program.....	214
International Partner Degree Program.....	193	Pre-medical Studies Program.....	214
International Applicants.....	28	Pre-Registration.....	96
International Studies Major.....	193	President's Advisory Council	238
International Studies-Asia Concentration Major.....	194	Presidents of the University.....	15
Internships - See Experiential Education.....	120	Probation and Dismissal.....	99
Intramural and Recreational Sports.....	61	Professional Option.....	214
Japanese Minor.....	196	Psychology Programs	215
Joint Enrollment.....	29	Re-activation Policy.....	100
Latin Academic Honors.....	103	Readmission.....	30
Latin Courses.....	198	Recognition of Campus Organizations.....	85
Learning Resources Center.....	120	Records: Retention, Access and Protection.....	74
Library.....	20	Refund Policy.....	53
Lupton Hall.....	19	Registration.....	96
Major Programs.....	136	Residence Halls.....	21
Master of Arts in Teaching.....	170	Residence Life.....	86
Mathematics Programs.....	198	Room Assignment Policies and Regulations.....	87
Meals.....	58	Residency Requirement.....	28, 87
Minor Programs	137	Rich Foundation Urban Leadership Program.....	125
Mission.....	7	Robinson Hall.....	20
Museum of Art.....	20	Satisfactory/Unsatisfactory Option.....	101
Music Minor.....	202	Schmidt Sport and Recreation Center.....	20
National Alumni Association		Scholarships.....	42
Board of Directors.....	240	Second Baccalaureate Degree.....	103
Non-Traditional Students – see Special Status Admission.....	30	Semester System – see Normal Academic Load.....	104
Normal Academic Load.....	104	Senior Transitions.....	118
Oglethorpe Student Association (OSA).....	84	Sexual Harassment Policy.....	61
Oglethorpe University Students Abroad.....	124	Sheffield Alumni Suite.....	20
Orientation.....	58	Sociology Programs.....	219
Parking and Driving Regulations.....	72		

Sociology with Social Work Concentration.....	220
Sophomore Choices.....	118
Sororities.....	60
Spanish Programs.....	223
Special Status Admission.....	30
Student Activities.....	82
Student Affairs.....	57
Student Concern and Complaint Policies.....	71
Student Conduct Policies.....	68
Student Guide to Oglethorpe.....	67
Student Organizations.....	85
Student Re-activation Policy.....	100
Student Rights and Responsibilities.....	59
Study Abroad.....	124
Teacher Education Programs.....	170
Theatre Major.....	226
Tradition, Purpose and Goals.....	8
Transfer Applicants.....	27
Transient Students.....	30
Tuition.....	51
University Noise Policy.....	69
University Officers.....	247
Urban Ecology Program.....	127
Withdrawal from a Course.....	97
Withdrawal from the University	97
Women's and Gender Studies Minor.....	228
Writing Center.....	119
Writing Minor.....	231

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