



# OGLETHORPE

UNIVERSITY



## bulletin

2010 - 2012

MAKE A LIFE.  
MAKE A LIVING.  
MAKE A DIFFERENCE.

Digitized by the Internet Archive  
in 2011 with funding from  
Lyrasis Members and Sloan Foundation



**O G L E T H O R P E**  
U N I V E R S I T Y

MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

**2010–2012 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, GA 30033-4097; 404-679-4500) to award bachelor's degrees and master's degrees. The graduate teacher education program (MAT) 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 2010–2012 academic years as of the date of publication, August 2010; 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 2010–2012 academic years. Final responsibility for selecting and scheduling courses and satisfactorily completing curriculum requirements rests with the student.

# DIRECTORY OF CORRESPONDENCE

Oglethorpe University • 4484 Peachtree Road NE • Atlanta, GA 30319-2797  
404-261-1441 or 1-800-428-4484  
www.oglethorpe.edu

General College Policy	Lawrence M. Schall <i>President</i>
Academic Policy	Stephen B. Herschler <i>Provost</i>
Alumni Relations	Barbara B. Henry '85 <i>Director of Alumni Relations</i>
Business Affairs, Financial Planning	Michael Horan <i>Vice President for Business and Finance</i>
Campus Safety	Reginald Maddox <i>Director of Public Safety</i>
Enrollment, Financial Aid, Scholarships	Lucy Leusch <i>Vice President for Enrollment and Financial Aid</i>
Evening Degree Program	Lisa J. Littlefield <i>Director of Evening Degree Program</i>
Fundraising and Gifts	Peter A. Rooney <i>Vice President for Development and Alumni Relations</i>
Public Information, Public Relations	Susan Soper '69 <i>Executive Director, Marketing and Communications</i>
Student Records, Transcripts	Gail N. Meis <i>Registrar</i>
Student Services (Residence Life, Food, Health, Counseling, Career Services)	Michelle T. Hall <i>Vice President for Campus Life</i>
Student Tuition, Fees	Amy N. Rentenbach <i>Director of Finance/Controller</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. The business, financial aid and registrar offices are open Wednesday and Thursday from 8:30 a.m. to 6:00 p.m.

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 404-364-8329. 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 .....	55
A Student’s Guide to Oglethorpe.....	65
Academic Records, Regulations and Policies.....	93
Oglethorpe Honor Code.....	109
Educational Enrichment .....	119
The Core Curriculum.....	133
Programs of Study.....	139
Board of Trustees .....	252
President’s Advisory Council.....	256
National Alumni Association Board of Directors.....	259
The Faculty .....	261
University Officers .....	265
Campus Map.....	266
Index.....	268

# ACADEMIC CALENDAR

## Fall Semester 2010

---

Fri.-Tue., August 20-24	Orientation for New Students
Sat., August 21	Residence Halls Open for Returning Students
Wed., August 25	First Day of Classes/Late Registration
Wed., September 1	Last Day to Drop/Add a Course;
Last Day to Receive 100 Percent Refund	
Mon., September 6	Labor Day Holiday- No Classes
Tue., September 7	Classes Resume
Wed., September 15	Application Deadline for Spring 2011 Commence-
ment	
Mon.-Tues., October 11-12	Fall Break
Fri., October 15	Midterm
Mon., November 1	Last Day to Withdraw from a Course with a "W"
Grade	
Mon.-Fri., November 8-12	Registration for Spring 2011 Semester
Mon., November 15	Withdrawal from a Course with a "WF" After This
Date	
Wed.-Sun., November 24-28	Thanksgiving Holidays
Mon., November 29	Classes Resume
Fri., December 3	Boar's Head Celebration
Wed., December 8	Last Day of Classes
Thu., December 9	"DEAD" Day - No Classes
Fri.-Thu., December 10-16	Final Examinations

## Spring Semester 2011

---

Mon.-Fri., November 8-12, 2010	Registration
Fri., January 7	New Student Advising and Registration
Sun., January 9	Opening of Residence Halls/Orientation
Mon., January 10	First Day of Classes/Late Registration
Mon., January 17	Martin Luther King, Jr. Holiday - No Classes
Tue., January 18	Last Day to Drop/Add a Course;
Last Day to Receive 100 Percent Refund	
Wed., February 9	Oglethorpe Day Convocation
Fri., March 4	Midterm
Sat.- Sun., March 19-27	Spring Holidays
Mon., March 28	Classes Resume
Mon., March 28	Last Day to Withdraw from a Course with a "W"
Grade	
Mon. - Fri., April 4-8	Registration for Summer and Fall Semesters
Mon., April 11	Withdrawal from a Course with a "WF" After This
Date	
Tue., April 12	Symposium in the Liberal Arts and Sciences
Mon., April 25	Last Day of Classes
Tue., April 26	"DEAD" Day - No Classes
Wed.-Tues., April 27-May 3	Final Examinations
Sat., May 7	Commencement

## Summer Semester 2011

---

### Session 1- Monday, May 23- Thursday, June 23

Mon.- Fri., April 4-8	Registration for Summer and Fall 2011 Semesters
Mon. - Fri., April 11- May 20	Late Registration
Mon., May 23	First Day of Classes/Late Registration
Wed., May 25	Last Day to Drop/Add a Course;
	Last Day to Receive 100 Percent Refund
Mon., May 30	Memorial Day Holiday – No Classes
Thu., June 9	Last Day to Withdraw with “W” Grade
Thu., June 16	Withdrawal from a Course with a “WF” Grade after This Date
Thu., June 23	Final Examinations

### Session II—Monday, June 27 - Thursday, July 28

Mon.- Fri., April 4-8	Registration for Summer and Fall 2011 Semesters
Mon. - Fri., April 11 - June 24	Late Registration
Mon., June 27	First Day of Classes
Wed., June 29	Last Day to Drop/Add a Course;
	Last Day to Receive 100 Percent Refund
Mon., July 4	Fourth of July Holiday – No Classes
Thu., July 14	Last Day to Withdraw with “W” Grade
Thu., July 21	Withdrawal from a Course with a “WF” Grade after This Date
Thu., July 28	Final Examinations

## Fall Semester 2011

---

Mon.-Fri., April 4-8	Registration for Summer and Fall 2011 Semesters
Fri. – Tue., August 19-23	Orientation for New Students
Sat., August 20	Residence Halls Open for Returning Students
Wed., August 24	First Day of Classes/Late Registration
Wed., August 31	Last Day to Drop/Add a Course;
	Last Day to Receive 100 Percent Refund
Mon., September 5	Labor Day Holiday
Thu., September 15	Application Deadline for Spring 2012 Commencement
Mon.–Tues., October 10-11	Fall Break
Fri., October 14	Midterm
Mon., October 31	Last Day to Withdraw from a Course with a “W” Grade
Mon.–Fri., November 7-11	Registration for Spring 2012 Semester
Mon., November 14	Withdrawal from a Course with a “WF” After This Date
Wed.–Sun., November 23-27	Thanksgiving Holidays
Mon., November 28	Classes Resume
Fri., December 2	Boar’s Head Celebration
Wed., December 7	Last Day of Classes
Thu., December 8	“DEAD” Day – No Classes
Fri.–Thu., December 9-15	Final Examinations

# Spring Semester 2012

- Mon.-Fri., November 7-11, 2011 Registration
- Fri., January 6 New Student Advising and Registration
- Sun., January 8 Opening of Residence Halls/Orientation
- Wed., January 11 First Day of Classes/Late Registration
- Mon., January 16 Martin Luther King, Jr. Holiday – No Classes
- Thu., January 19 Last Day to Drop/Add a Course
- Wed., February 18 Last Day to Receive 100 Percent Refund
- Fri., March 2 Oglethorpe Day Convocation
- Sat.-Sun., March 17-25 Midterm
- Mon., March 26 Spring Holidays
- Mon., March 26 Classes Resume
- Mon. -Fri., April 2-6 Last Day to Withdraw from a Course with a “W” Grade
- Fri., April 6 Registration for Summer and Fall Semesters
- Wed., February 18 Withdrawal from a Course with a “WF” After This Date
- Tue., April 10 Symposium in the Liberal Arts and Sciences
- Thu., April 26 Regular Classes Do Not Meet
- Fri., April 27 Last Day of Classes
- Mon. - Fri., April 30–May 4 “DEAD” Day – No Classes
- Sat., May 12 Final Examinations
- Commencement

## 2010

January							February							March							April							May							June																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

## 2011

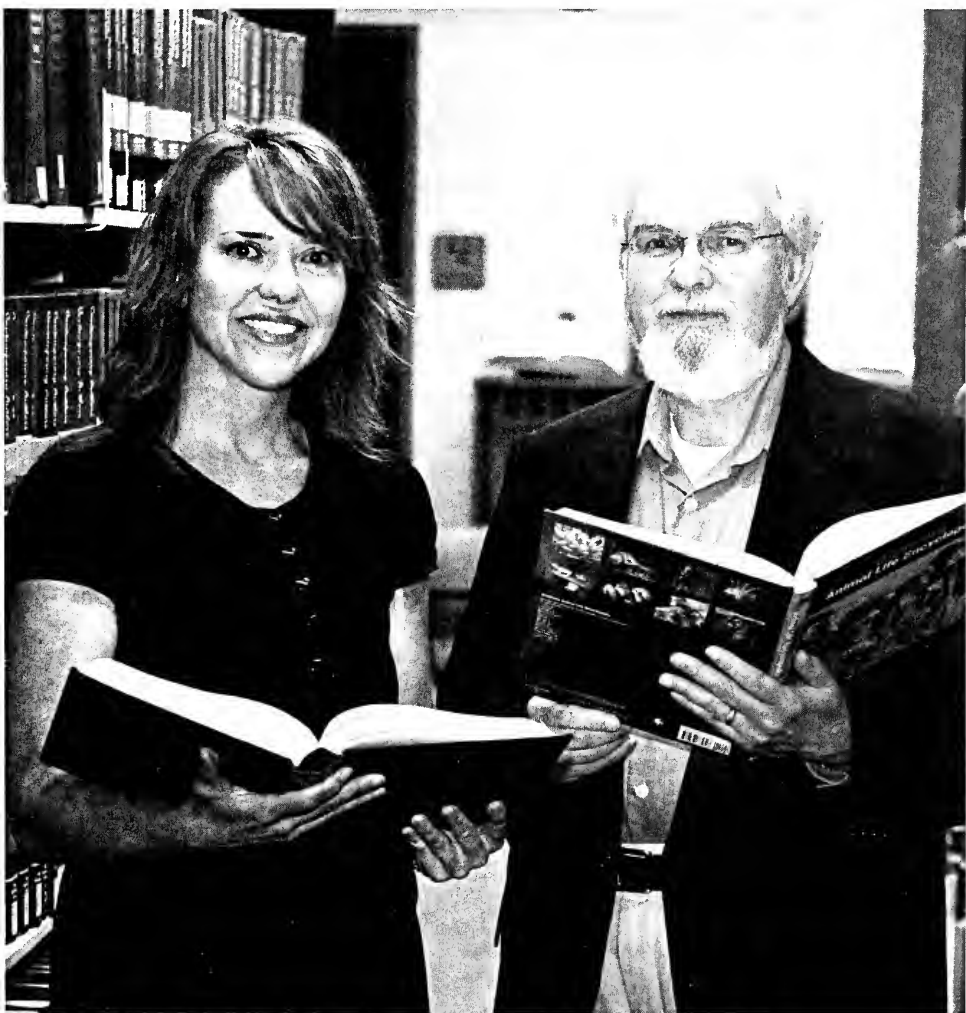
January							February							March							April							May							June																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

## 2012

January							February							March							April							May							June																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26



# MISSION



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **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 teachers and students 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.

Oglethorpe students learn to “make a life, make a living and make a difference.”

## 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:

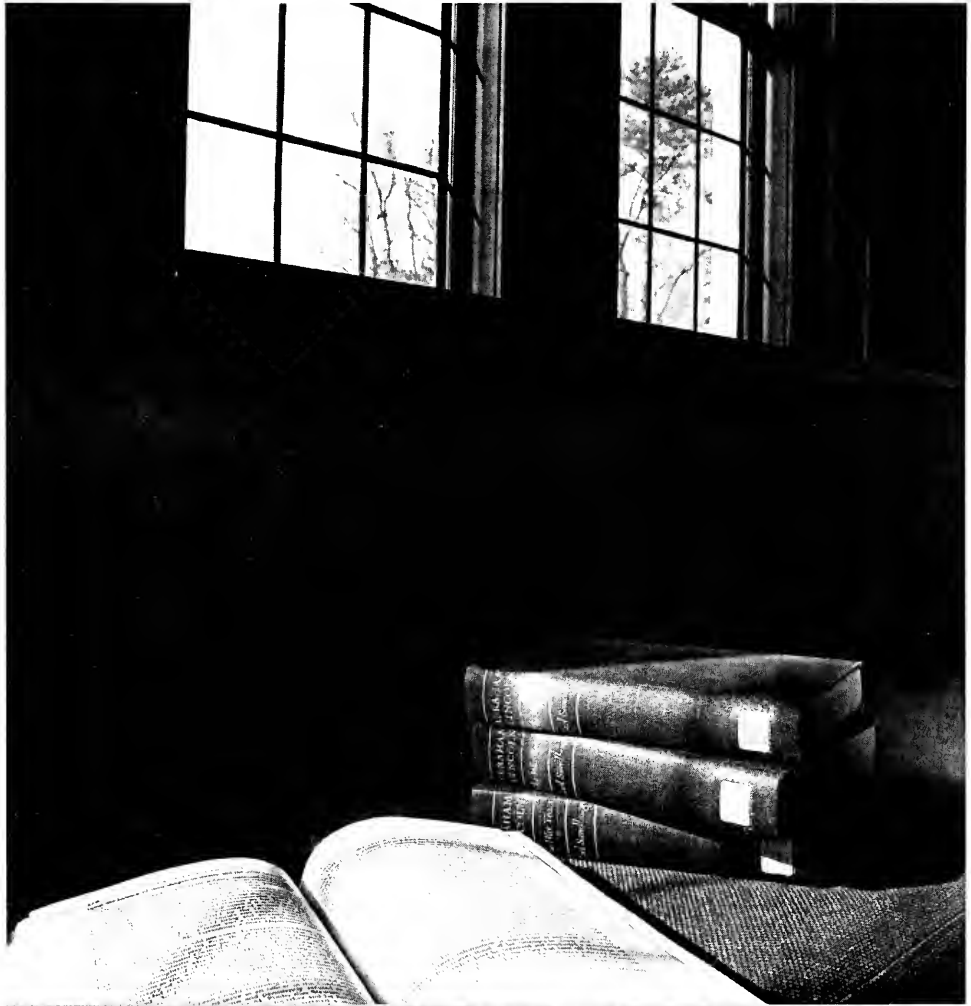
1. The ability to read critically – to evaluate arguments and the evidence and to draw appropriate conclusions.
2. The ability to convey ideas in writing and in speech – accurately, grammatically and persuasively.
3. Skill in reasoning logically and thinking analytically and objectively about important 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.



# HISTORY



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **Chartered in 1835**

In 2010, Oglethorpe University celebrated the 175<sup>th</sup> anniversary of its charter 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 one of the earliest denominational institutions – it was affiliated with the Presbyterian Church – 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. The college moved to Atlanta and reopened on the campus in Brookhaven in approximately 1915.

## **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. 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, and 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**

During the Civil War Oglethorpe's 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 "new" 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 re-chartered in 1913, and in 1915 the cornerstone to the new campus was laid at its present location on Peachtree Road. 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 James Oglethorpe's honorary *alma mater*, Corpus Christi College, Oxford. The collegiate coat-of-arms, emblazoned with three boars' 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 – the stormy petrel, a small, persistent seabird, which according to legend, had inspired James Oglethorpe while on board ship to Georgia in 1732. The "Stormy Petrel" is mascot is unique in intercollegiate athletics.

## **Periods of Expansion**

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 prominent benefactors including: John Thomas Lupton, a Coca-Cola bottler from Chattanooga, TN; Atlanta business community members Harry

Hernance and Mrs. Robert J. Lowry; and newspaper publisher William Randolph Hearst. Hearst gave to Oglethorpe a sizable donation of land, including 30-acre Silver Lake, which was renamed Lake Phoebe after the publisher's mother, Phoebe Apperson Hearst. The campus at that time covered approximately 600 acres.

Thornwell Jacobs launched several projects which attracted national and international attention.

- 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. However, in the 1930s, Dr. Jacobs became 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. The first campus radio station in Georgia and one of the first in the nation, Oglethorpe's "University of the Air" broadcast college credit courses 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 expanded facilities on 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*, *Baron'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.

## **Oglethorpe Today**

Oglethorpe has demonstrated continued leadership in the development and revision of its Core Curriculum, with efforts funded by the National Endowment for the Humanities. The 100-acre campus has been designated in the National Register of Historic Places. Enrollment is approximately 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 experiential learning through internships, study abroad and a unique program in urban leadership that invites students to consider ways in which they can become community leaders.

President Lawrence M. Schall began his years of leadership in 2005 and led efforts to establish The Center for Civic Engagement in 2006. For four consecutive years, Oglethorpe University has been named to the President's Higher Education Honor Roll for Community Service.

Oglethorpe's Evening Degree Program offers degrees for non-traditional students finishing their education or earning a certificate in Financial Planning.

## **OU Goes Global**

Reflecting the diverse growth in 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.” Oglethorpe has also recently partnered with a local foundation to send fellows – recent graduates of colleges all over – to India to assist with education marketing and strategies.

## **OU Student Body**

The student body, while primarily from the South, has become increasingly cosmopolitan; in a typical semester, Oglethorpe draws students from about 34 states and 15 foreign countries. Sixty two percent of the traditional undergraduate students live on campus. In any given semester about 20 students are studying abroad, and about 30 percent of the students are also athletes. Biology is the most popular major, followed by psychology, business and English.



## **OU in the News**

In 2010, Oglethorpe received recognition for its excellence in education:

- *U.S. News & World Report* listed Oglethorpe among their top 250 Best Liberal Arts Colleges in the nation;
- *Forbes* ranked OU as one of America's Best Colleges 2010 based on quality of education, the experiences of students and how much they achieve;
- *Princeton Review* again named OU among the Best Southeastern Colleges and ranked the school in four top-20 lists – for professors, college theatre, race/class interaction and classroom discussion.

## **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 Patillo, Jr., 1975–1988

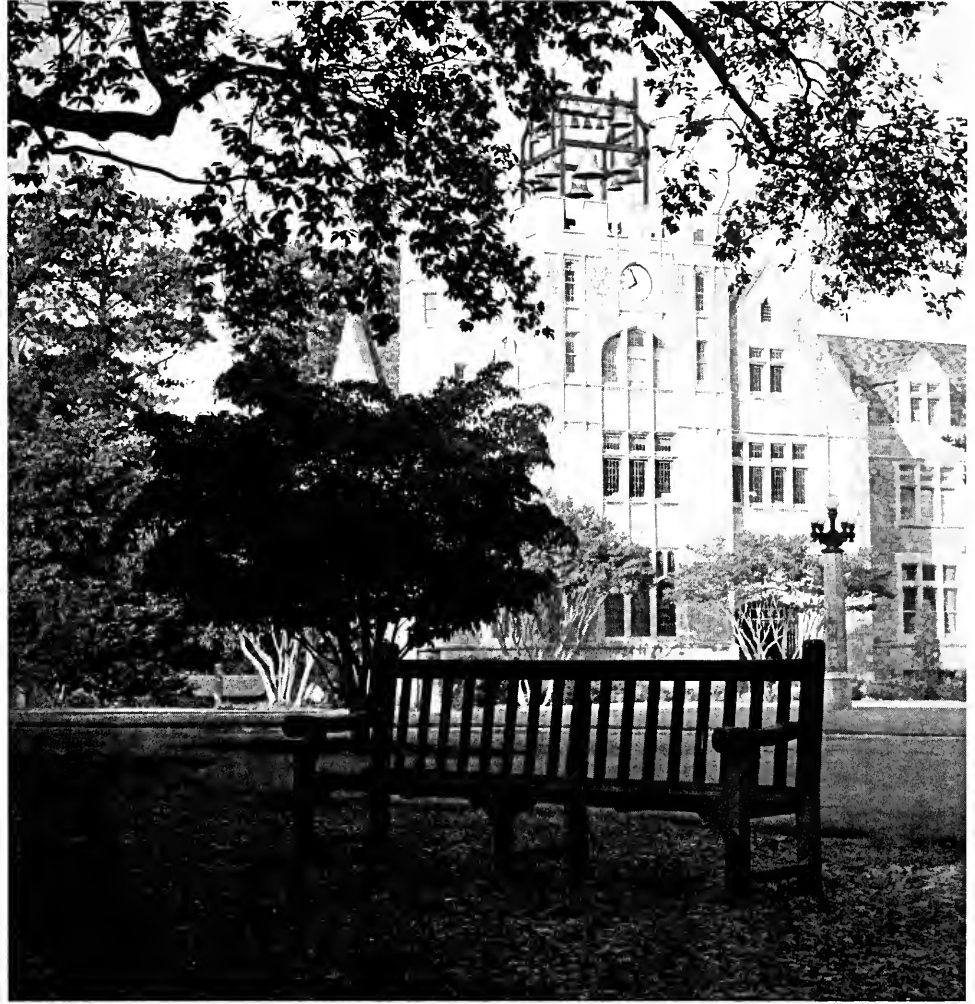
Donald Sheldon Stanton, 1988–1999

Larry Denton Large, 1999–2005

Lawrence Miller Schall, 2005-



# CAMPUS FACILITIES



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

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 Festival, the professional theatre-in-residence, 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. The Conant Center was named after benefactors John and Miriam "Bimby" Conant; she was an OU trustee for many years.

---

## **Dorough 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 *Stormy Petrel* student newspaper and *Yamacraw* yearbook offices, the student post office, a lounge, television area and a game room. The student center houses the Division of Student Affairs, including the vice president, residence life, counseling center, career services, Greek affairs, health services, the Center for Civic Engagement and the director of musical activities.

---

## **Goodman Hall**

---

Goodman Hall is home to Information Technology Services, a computer laboratory and the administrative offices of Oglethorpe's Evening Degree and 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. It was named in memory of Charles "Puggy" Goodman, a university trustee and benefactor from 1945 to 1955.

---

## **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 publisher William Randolph Hearst, Sr. who gave Oglethorpe a sizable donation of land.

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, an early benefactor during the re-founding of Oglethorpe, 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. Recent upgrades include a brand new competition floor. 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 3,000 DVDs and a juvenile literature collection. In addition, the library provides computer access to the online catalog, research databases and GALILEO (Georgia LIBrary LEarning Online) and more than 13,000 full-text periodical titles. Services available to students include reference and instruction, circulation, course reserves, interlibrary-loan and interlibrary use at libraries in the ARCHE Consortia (Atlanta Regional Council for Higher Education). A formal reading atrium, private study rooms, individual carrels and a 24-hour lounge with snack machines offer ample opportunities for both quiet study and group work. Other equipment and facilities include computer workstations, two small media viewing rooms, the Earl Dolive Theatre, a copy room with photocopiers and scanners, coffee lounge area and a microfilm/fiche reader. For more information about Philip Weltner Library visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: library).

Lowry Hall, named for Emma Markham Lowry, 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 Lowry Hall, 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 three spacious galleries, a gift shop and offices. It is considered a valuable part of the Oglethorpe education and an important cultural addition to Atlanta's growing art scene.

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](http://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.

## **Phase II Residence Hall**

---

The Phase II Residence Hall opened in the fall of 2007. The building is coed and accommodates 148 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 and the J. Frederick Agel, Sr. '52 conference room.

## **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. Dempsey Hall was named to honor Virginia and Jack Dempsey '29, both of whom served as trustees.

## **Clare Findley "Tia" Magbee Residence Hall**

---

Magbee Hall opened in the fall of 2005 and was officially named in the fall of 2008. The building is coed and accommodates 80 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. The residence hall is connected to and serves as an entrance to North Hall. Tia Magbee '56 served as a member of the Board of the Oglethorpe National Alumni Association and was a valued and enthusiastic member of the Oglethorpe University Board of Trustees from 1991 until her death on November 28, 2005.

## **North Residence Hall**

---

The North Hall opened in the fall of 2005. The building is coed and accommodates 80 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 five houses devoted to two sororities – Alpha Sigma Tau, Chi Omega, and Sigma Sigma Sigma - and two fraternities – Chi Phi and Sigma Alpha Epsilon. Each house features four bedrooms with shared bathrooms 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 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. Policies are updated from time to time. The most current versions can be found at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: technology).

### **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



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

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 will be required to participate in an on-campus interview with the vice president for enrollment.

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](http://www.oglethorpe.edu) (keyword: admission).
- A \$40 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 250-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. Our college code number for ACT is 0850 and our college code number for SAT is 5521.
- If an applicant has earned college credit while in high school (including pre-college summer programs), he or she must request that the college which granted the credit forward an official record to Oglethorpe University.
- Test scores for examinations taken with the College Level Examination Program (CLEP), Advanced Placement Program (AP) or International Baccalaureate Program (IB) should be requested and sent directly to Oglethorpe University for the possibility of credit. Please see a full discussion of this below under Credit by Examination.

## **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*.

### **Transfer Work under Articulation Agreements**

Oglethorpe offers the opportunity to transfer work through collaborative efforts with other institutions by way of Articulation Agreements. Formal agreements have been made with the following schools:

- Teach for America in early childhood education at Agnes Scott College in Decatur, Georgia
- Traditional program and honors program at Georgia Perimeter College in Atlanta, Georgia

- The Arkansas School for Mathematics, Sciences and the Arts in Hot Springs, Arkansas
- Caribbean Examinations Council, Barbados
- The Louisiana School for Math, Science and the Arts in Natchitoches, Louisiana
- The Mississippi School for Mathematics and Science in Columbus, Mississippi
- The North Carolina School of Science and Mathematics

## **Additional Transfer Credit Policies and Residency Requirements**

---

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. All transfer work will be evaluated by the registrar's office in consultation with faculty members of the appropriate divisions in order to determine Oglethorpe University departmental course equivalencies in those instances for which curricular equivalencies have not been established or are not clear. 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 a combination of the following programs:
  1. The College Level Examination Program (CLEP) tests
  2. The Advanced Placement (AP) tests
  3. The International Baccalaureate Program (IB)

Academic credit for these three programs is awarded based on criteria established by individual divisions. Scores are sent to the registrar's office for determination of credit to be awarded. 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 accrediting 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 students 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. Evaluations must include semester credit hours, grades and detailed course descriptions. Applications for evaluation are available in the Admission office or by calling Josef Silny and Associates, Inc., at 305-273-1616. Students who wish to transfer in college or university credit must also supply a course description in English for each course completed.
- 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 completion 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 in 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. Our 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 (AACRAO) 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. Additional evidence of academic success must be submitted with the letter of appeal. 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 from Other Institutions**

---

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 course work 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 nonrefundable 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.

## **Re-admission**

---

Students who leave the university whether in good academic standing or not and who wish to return after an absence of more than 12 months should contact the admission office to request an application for re-admission. The completed application and official transcripts from all colleges and universities attended must be submitted for re-admission consideration. Students not in good academic standing will be re-admitted to the university with the approval of the provost. All students re-admitted to the university are governed by current graduation requirements. Any exceptions are granted at the discretion of the provost.



For absences of less than 12 months, see Re-activation in the Academic Records, Regulations and Policies section of this *Bulletin*.

## **Placement Examinations**

---

Any student with previous study in a foreign language planning to continue study in that language is required to take a placement examination. Students pursuing a Bachelor of Arts degree must complete a minimum of one semester of a foreign language at the second semester elementary-level or higher.

## **Placement for Introductory Science Courses**

---

All 100-level introductory science courses (BIO 101 General Biology I, CHM 101 General Chemistry I, CHM 101L General Chemistry Laboratory I, PHY 101 General Physics I and PHY 101L Introductory Physics Laboratory I) 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; or
2. By achieving a score of 550 or higher on the Mathematics Section of the SAT (the College Entrance Examination Board's Scholastic Assessment Test) or a score of 22 or higher on the Mathematics Section of the ACT (the American College Testing Program Assessment); or
3. By earning a grade of "C-" or higher in MAT 103 Precalculus or MAT 131 Calculus I at Oglethorpe University (or the equivalent course at a college or university; high school precalculus and high school calculus do NOT fulfill the prerequisite). PHY 201 College Physics I has MAT 131 Calculus I as a pre- or co-requisite, meaning that MAT 131 must be taken simultaneously with PHY 201 if MAT 131 has not been completed earlier.

## **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 a combination 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**

With the goal of developing citizens of the world, Oglethorpe University recognizes and appreciates the intellectual rigors of the International Baccalaureate (IB) program, its interdisciplinary nature, global perspective and commitment to service. The alignment between courses like Theory of Knowledge and Oglethorpe's Core Curriculum (see the Core Curriculum section in the *Bulletin*) leads to a seamless integration into academic life at Oglethorpe. Because of this, four-year renewable IB scholarships\* as well as advanced standing are awarded upon enrollment at Oglethorpe for earning an IB Diploma.

Hours will initially be awarded as general elective credits based upon the total IB score (see General Elective Chart), with a score of 30 or higher earning sophomore standing (32 semester hours). All, or a portion of general elective credits may be re-allocated for specific course credit based upon the AP/IB Credit Chart, and for Core classes upon approval of the core director. Should the amount of specific semester hours earned surpass the amount of general elective credits the student will receive the greater amount, not to exceed 32 semester hours.

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

### GENERAL ELECTIVE CHART

<b>IB Score</b>	<b>Semester Hours Awarded</b>
30 or higher	32 (sophomore standing and privileges)
29	28
28	24
27	20
26	16
25	12
24	8

\*For specifics on scholarships please contact the admission office at 404-364-8307, [admission@oglethorpe.edu](mailto:admission@oglethorpe.edu), or visit [www.oglethorpe.edu/admission/undergraduate](http://www.oglethorpe.edu/admission/undergraduate).

# 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
<b>Art</b>		
Studio	4	Elective Credit
History	4	Elective Credit
<b>Biology</b>		
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
<b>Chemistry</b>		
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
<b>Computer Science<sup>1</sup></b>		
	4	CSC 201 Introduction to Programming
<b>Economics</b>		
Microeconomics	4	ECO 121 Introduction to Economics
Macroeconomics	4	Elective Credit
<b>English</b>		
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.
<b>French</b>		
Language	8	FRE 101, FRE 102 Elementary French I and II
Literature	8	General credit in French
<b>German</b>		
Language	8	GER 101, GER 102 Elementary German I and II
Literature	8	General credit in German
<b>Government<sup>1</sup></b>		
	4	POL 101 Introduction to American Politics
<b>History</b>		
American	4	Elective Credit
European	4	Elective Credit
<b>Japanese</b>		
	8	JPN 101, JPN 102 Elementary Japanese I and II
<b>Latin</b>		
	8	LAT 101, LAT 102 Elementary Latin I and II
<b>Mathematics<sup>1</sup></b>		
Calculus AB	4	MAT 131 Calculus I
Calculus BC	8	MAT 131, MAT 132 Calculus I and II
Statistics	4	MAT 111 Statistics
<b>Music<sup>1</sup></b>		
Theory	4	Content will be evaluated by music faculty
Appreciation	4	COR 103 Music and Culture
<b>Physics<sup>1</sup></b>		
Physics B		
Grade 4 or 5 AP	8	PHY 101, PHY 102 General Physics I and II (student may be required to submit a lab portfolio for 8 hrs credit)
Grade 3 AP	4	GEN 101 Natural Science: The Physical Sciences
Physics C – Mechanics		
Grade 4 or 5 AP	5	PHY 201 College Physics I (student may be required to submit a lab portfolio for 5 hours credit)
Grade 3 AP	4	GEN 101 Natural Science: The Physical Sciences
Physics C – E & M		
Grade 4 or 5 AP	5	PHY 202 College Physics II (student may be required to submit a lab portfolio for 5 hours credit)
Grade 3 AP	4	GEN 101 Natural Science: The Physical Sciences
<b>Psychology<sup>1</sup></b>		
	4	PSY 101 Introduction to Psychology
<b>Spanish</b>		
Language	8	SPN 101, SPN 102 Elementary Spanish I and II
Literature	8	General credit in Spanish

Credit 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



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## 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 full tuition 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 achieve a minimum SAT/ACT score and earn a minimum cumulative grade point average in a competitive high school curriculum and demonstrate a superior record of leadership in extracurricular activities either in school or in the community. This scholarship is renewable for a total of 4 years provided recipients maintain a minimum cumulative grade point average of 3.2 and complete a minimum of 12 semester hours each fall and spring semester. For application procedures and deadlines, contact the admission office.

**Civic Engagement Scholarships** provide full tuition for four years of undergraduate study if scholarship criteria continue to be met. Candidates must demonstrate a deep commitment to service and leadership in their community and the promise of continued exemplary service while a student at Oglethorpe. Applicants are expected to participate in a competition on campus and to submit an essay detailing their history of service. Eligible candidates must achieve a minimum SAT or ACT score and earn a minimum cumulative grade point average in a competitive high school curriculum. This scholarship is renewable for a total of four years provided recipients maintain a minimum cumulative grade point average of 3.2 and complete a minimum of 12 semester hours each fall and spring semester. For application procedures, deadlines and requirements, contact the admission office.

**Georgia Shakespeare Scholarships** provide full tuition for four years of undergraduate study if scholarship criteria continue to be met. Candidates must demonstrate a commitment to performing and understanding Shakespeare. Applicants are expected to participate in a competition on campus by performing a prepared monologue, participating in a seminar on Shakespeare and writing an essay based on the seminar discussion. This scholarship is renewable for a total of four years provided recipients maintain a minimum cumulative grade point average of 3.2 and complete a minimum of 12 semester hours each fall and spring semester. Continued dedication to theater and to Oglethorpe's professional theater company in residence, Georgia Shakespeare, is expected. For application procedures, deadlines and requirements, 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 demon-

strate superior academic abilities as undergraduates. Scholarships range from \$4,000 to \$15,000.

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 Financial Aid Office.

**HOPE Scholarships** of \$1,750 (12 credit hours or more) and \$875 (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 Financial Aid Office.

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.

The **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 business office.

**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 Financial aid Office.

**Federal PLUS Loans** are long-term loans available to parents 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.

**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 art and engineering may not use Oglethorpe assistance to attend other institutions.

## **Academic Policies Governing Student Financial Aid**

Applicants for federal aid, state grants or institutional aid must be making Satisfactory Academic Progress (SAP) toward the completion of degree requirements and be in good academic standing with the university in order to receive financial aid. Satisfactory Academic Progress at Oglethorpe is defined as follows:

1. A student must receive a passing grade in at least 67 percent of all courses attempted at Oglethorpe. A course is considered "attempted" if the student was enrolled in the course at the end of the drop/add period.
2. A student must achieve a cumulative grade point average of at least 2.0 by the end of the first academic year at Oglethorpe.
3. A student must complete an educational program within a timeframe that does not exceed 150 percent of the number of hours required to complete the degree. For undergraduate programs of study, this provides up to 192 attempted semester hours to complete a 128 semester hour degree program.

Unsatisfactory grades that count against a 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
WF	Withdrew Failing
I	Incomplete
U	Unsatisfactory
AU	Audit



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 Financial Aid Office if a course is being repeated.

SAP requirements will be reviewed at the completion of each spring semester. Students not meeting SAP standards, due either to the failure to complete 67 percent of the courses attempted or the failure to meet and maintain the required cumulative grade point average will be placed in a financial aid warning status. Students will be notified in writing of this warning. Students placed in warning status due to failure to complete 67 percent of their courses must attempt a normal course load and successfully complete at least 67 percent of the classes attempted. Students placed in warning status due to low grade point average will be required to achieve a minimum 2.00 for each subsequent semester of enrollment until a minimum 2.00 cumulative average is achieved.

Students who do not perform as required during the warning semester will be placed on financial aid suspension. During this suspension period, all aid will be denied and will not be restored until academic performance meets the SAP standards stated above. Students placed in suspension who feel they have significant mitigating circumstances hindering their academic performance may appeal in writing to the Director of Financial Aid. No verbal appeals will be accepted. Appeals should specify exactly how or why the student did not meet the standards prescribed in the warning notification. Additional documentation may be required to support the request for appeal (i.e. doctor's verification of illness, etc.). The appeal should be submitted to the Director of Financial Aid at least two weeks prior to the start of the semester. Students will be notified in writing of the appeal decision. If the appeal is successful and aid was withheld, then it may be disbursed if the student meets all other eligibility requirements.

Students are encouraged to seek academic counseling through their academic adviser and to see a financial aid officer at the first signs of academic difficulty.

## **Application Procedure**

---

Students applying for the HOPE Scholarship program for the first time should submit a HOPE Scholarship application from the Georgia Student Finance Commission website at [www.gacollege411.org](http://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 Financial Aid 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 April 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](http://www.fafsa.ed.gov). **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 Financial Aid Office.
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. 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.
6. If eligible for a Federal Stafford Loan or Federal PLUS Loan, a Master Promissory Note (MPN) must be completed. Contact the Financial Aid Office for more information.

## **Federal and State Aid Eligibility Requirements**

---

1. Demonstrate financial need (exception: HOPE Scholarship, 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 April 1. Applicants whose files become complete after this time will be considered based upon availability of funds.

For renewal of most Oglethorpe Scholars Awards, students must maintain a cumulative grade point average of 2.0 consistent with the Satisfactory Academic Progress policy. A 3.2 or higher grade point average is required for renewal of the Presidential with Recognition Scholarships and for all full-tuition scholarships such as the James Edward Oglethorpe, Civic Engagement and Georgia Shakespeare scholarships.

In addition to the cumulative grade point average requirement, students must earn at least 24 semester hours during the 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 director of financial aid.

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 Scholarship:** Awarded to a junior student (rising senior) with a grade point average that qualifies him or 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 or her senior year at Oglethorpe University.

**The John A. Aldrich Memorial Scholarship Fund:** Endowment funding was established in 2008 by a gift from Lyman C. Aldrich, class of 1938, in honor of his father, John A. Aldrich, former Dean of the School of Science at Oglethorpe. Scholarship preference is given to a worthy student in need.

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

**The Becker-Grenwald Fund:** Funding was established by Judith M. Becker of Augusta, Georgia, former member of the President's Advisory Council and longtime friend of Oglethorpe University, in memory of Edward S. Grenwald, member of the Oglethorpe University Board of Trustees and former President of the Board of Visitors, to help defray tuition and other educational expenses of one or more full-time undergraduate or graduate students at Oglethorpe who are citizens and permanent residents of Turkey. The scholarship shall be based on merit, without regard to 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 Scholarship:** Funding was established by former students in honor of Professor Keith Baker, a valued member of the Oglethorpe accounting faculty from 1983 to 1999. This scholarship is awarded annually to a junior majoring in accounting. The student must demonstrate a strong academic record, active campus and community involvement, relevant work experience and aspirations for a career in the field of accounting.

**The Bank of America Scholars Program:** This endowed scholarship program was established in 1999 by Bank of America, formerly NationsBank, and is awarded to students majoring in business or computer science.

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

**The Lauren Ashley Burk Memorial Scholarship Fund:** Endowment funding was established by gifts from family friends, colleagues and community members in 2008 in memory of Lauren Ashley Burk, daughter of James Burk, class of 1983, and Viviane Guerchon. This scholarship is awarded to a student with an interest in art.

**The Frank and Eleanor Burke Endowed Scholarship Fund:** Funding was established by a gift from Mr. Burke, a 1996 graduate of the university, and his family. Scholarship preference is given to a worthy student in need, deserving of a second chance at college.

**The 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 stu-

dents 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 are considered.

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

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

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

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

**The William Randolph Hearst Scholarship:** This is an endowed scholarship awarded annually to a deserving student who has attained exceptional academic achievement. The William Randolph Hearst Foundation, New York, established the endowment to provide this scholarship in honor of Mr. Hearst, one of the benefactors of Oglethorpe University.

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

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

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

**The Mary Jane Stuart Kohler Memorial Scholarship Fund:** The fund was established by family and friends in memory of Mrs. Kohler, a 1990 graduate. The scholarship is awarded to a junior or senior female student who demonstrates strong involvement in campus life, a positive outlook coupled with diligence and commitment to all she undertakes and at least a 3.0 grade point average.

**The Ray M. and Mary Elizabeth Lee Foundation Endowed Scholarship:** Funding was established by the Lee Foundation of Atlanta. Scholarships are awarded to able and deserving students.

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

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

average of at least 3.25, a Scholastic Assessment Test or Graduate Record Examination score of 1100 and a commitment to teaching.

**The 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; upper-classmen must have a grade point average of 3.0. Applicants must submit a statement from a local minister attesting to their religious commitment, active involvement in a local church, Christian character and promise of Christian leadership and service. The Oglethorpe Christian Scholarship Committee interviews applicants.

**The Oglethorpe Memorial Endowed Scholar:** Funding was established in 1994 by combining several existing scholarship funds created over the previous two decades. This fund also allows people to establish memorials with amounts smaller than would otherwise be possible. The following are honored in the Oglethorpe Memorial Endowed Scholarship Fund:

Allen A. and Mamie B. Chappell  
Dondi Cobb Memorial  
Louis Colombo, Sr.  
Lenora and Alfred Glancy Foundation  
Golden Petrel Memorial  
Diane K. Gray  
P. D. M. Harris  
Anna Rebecca Harwell Hill and Frances Grace Harwell  
George A. Holloway Sr.  
Ellice Johnson Memorial  
Tony and Louise Palma

**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 Milton M. Ratner Endowed Scholarship Fund:** Funding was established in 1999 by the Milton M. Ratner Foundation of West Bloomfield, Michigan.

**The E. Rivers and Una Rivers Endowed Scholar:** Funding was established by the late Mrs. Una S. Rivers to provide for deserving students who 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 Rhett Pinson Sanders Endowed Scholar:** Rhett Pinson Sanders, class of 1943, attended Oglethorpe during the early 1940s, a time when few students could pursue education without financial aid. She greatly appreciated the education she received at Oglethorpe and desired to help others obtain the benefit of the "Oglethorpe Experience." The scholarship is awarded to deserving juniors and seniors to help them finish their degrees.

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

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

**The 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 Lorie Vivian Terry Memorial Scholarship Fund:** Funding was established by a gift from the Terry Family as well as friends and family. The purpose of the fund is to provide assistance to an Oglethorpe University student with a minimum 3.0 cumulative grade point average. Preference is given to active members of Chi Omega's Delta Theta Chapter who have demonstrated the ability to uphold the six purposes of Chi Omega: friendship, high standards of personnel, sincere learning and creditable scholarship, participation in campus activities, career development and community service.

**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 Yolanda A. Baker Scholar:** Funding for this scholarship is provided by Oglethorpe University Trustee William Mullally, class of 2003, and is named in honor of Mr. Mullally's mother.

**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.

**The Pat Conroy Annual Scholarship:** Funding is awarded to a deserving student. This scholarship is named in honor of the author Pat Conroy, who spoke on campus on Oglethorpe Day, 2008.

**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 Beverly L. Hall Annual Scholar:** This four-year scholarship, benefiting a highly deserving student, was established in honor of Dr. Hall, Superintendent of Atlanta Public Schools. Dr. Hall received an honorary Doctor of Humane Letters degree from Oglethorpe University in 2008.

**The Harald R. Hansen Annual Scholar:** This four-year scholarship, benefiting a highly deserving student, was established in honor of Dr. Hansen, long-time Oglethorpe trustee, Chair of the Finance Committee, and retired Chairman, President and CEO of First Union Corporation. Dr. Hansen received an honorary Doctor of Laws degree from Oglethorpe University in 2008.

**The Senator Johnny Isakson Annual Scholar:** This four-year scholarship, benefiting a highly deserving student, was established in honor of Senator Isakson, who received an honorary Doctor of Laws degree from Oglethorpe University in 2009.

**The Warren Y. Jobe Annual Scholar:** This four-year scholarship, benefiting a highly deserving student, was established in honor of Dr. Jobe, long-time Oglethorpe Trustee, Executive Vice President and member of the Board of Directors of Georgia Power Company and Senior Vice President of Southern Company. Dr. Jobe received an honorary Doctor of Humane Letters degree from Oglethorpe University in 2009.

**The Muhtar Kent Annual Scholar:** This four-year scholarship, benefiting a highly deserving student, was established in honor of Dr. Kent, Chairman and CEO of The Coca-Cola Company. Dr. Kent received an honorary Doctor of Laws degree from Oglethorpe University in 2008.

**The Mack A. Rikard Annual Scholar:** Funds were established in 1990 by Mr. Mack A. Rikard, class of 1937 and a former trustee of the university. He received an honorary Doctor of Commerce degree from Oglethorpe in 1992. Funds are awarded to able and deserving students who meet certain criteria. The criteria are flexible, with consideration given to a number of factors, including without limitation academic achievement, leadership skills, potential for success, evidence of propensity for hard work and a conscientious application of abilities. Recipients must be individuals born in the United States of America and are encouraged, at such time in their business or professional careers when financial circumstances permit, to provide from their own funds one or more additional scholarships to worthy Oglethorpe students.

**The 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. Eraerts Professor of Foreign Language:** This professorship was established in 1997 by a bequest from the estate of Miss Eraerts, a non-traditional student who graduated in 1976.

**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 emerita 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 Nathan and Ernestine Pitman Cooper Endowment to the Oglethorpe University Music Department:** This fund was established in 2009 by a gift from Oglethorpe University Trustee David Nathan Cooper and is named in honor of Mr. Cooper's parents.

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

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

**The Gisela Halle Endowment Fund:** Established in 2003 by gifts from Mr. Claus Halle and his estate, this fund provides funding for students to study abroad in Germany, the faculty exchange program with Dortmund University, and other German initiatives.

**The Eugene W. Ivy Endowment Fund:** Established by planned gifts from Mr. Ivy, a 1949 graduate of Oglethorpe, the fund provides unrestricted income to the university.

**The National Endowment for the Humanities Core Curriculum Endowment:** In 1996, Oglethorpe University was awarded a challenge grant in the amount of \$300,000, which enabled the university to raise a total of \$1.1 million for an endowment to support the Core Curriculum and library purchases for the Core.

**The Pattillo Faculty Lounge Endowment Fund:** Created in 2000 by the Pattillo Family Foundation in honor of Manning M. Pattillo, Jr., the 13th president of Oglethorpe, this fund provides a permanent source of funds to maintain and improve the faculty lounge on the third floor of Hearst Hall.

**The Garland Pinholster Fund for Academic and Athletic Excellence:** This fund was established in 1995 by friends and admirers in honor of Mr. Pinholster, who served as athletic director and head basketball coach from 1956 to 1966. Mr. Pinholster received an honorary Doctor of Humane Letters from Oglethorpe in 2004. The fund provides incremental funding beyond the Athletic Department's normal budget.

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

**The William O. Shropshire Endowed Fund:** This endowed fund was established in 2008 through the generosity of Cemal Özgörkey, class of 1984, and Armagan Özgörkey, class of 1985, in honor of Dr. Shropshire, Professor Emeritus of Economics.

**The 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.

# TUITION AND COSTS



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **Fees for Academic Year 2010–11**

---

Tuition and fees are subject to change each academic year. Current tuition and fees may be obtained from the current semester course schedule available online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).

### **Tuition**

Summer tuition per semester hour	\$410
Traditional undergraduate full-time tuition per semester (12-19 hours)	\$13,850
Part-time enrollment per semester hour (11 hours or less)	\$1,120
Additional per semester hour in excess of 19 hours	\$570
Master of Arts in Teaching per semester hour course	\$1,270
Audit charge per course	\$570

### **Fees**

Activity fee	\$125
Science lab fee	\$100
Art material fee	\$80
Applied lesson fee per semester hour	\$490
Video film fee	\$200
Transcript fee	\$5
Application fee	\$40
Degree completion fee	\$125
Tuition deposit	\$100
Housing deposit	\$200
Payment plan (per year)	\$100
Health insurance (mandatory without proof of insurance)	\$250

### **Room and Board**

Traer/Dempsey	\$4,995
Phase II	\$4,995
North/Magbee	\$4,995
Greek housing, single	\$4,985
Greek housing, double	\$2,985
Board only	\$1,860

## **Institutional Drop and Withdrawal Refund Policy**

---

The date that will be used for calculation of a refund for drop/add or withdrawal will be the date on which the registrar's office receives the official form signed by all required personnel. Students are reminded that an arrangement with a professor will not be recognized as an official change. Anyone who has registered and decides not to attend must officially drop or withdraw.

A student who officially withdraws from the university prior to the last day of the drop/add period for any term of enrollment will be entitled to 100 percent refund of tuition and fees charged for that current term. A student who officially withdraws from the university after this date may be entitled to a prorated refund of tuition only. (Fees are refundable only during the drop/add period.) The following calculation will be used to determine the prorated amount of tuition to be credited to the student's account:

$$\frac{\text{The total number of calendar days attended by the student}}{\text{The total number of calendar days in the term of enrollment}} = \text{Percentage of retained tuition}$$

The total number of calendar days includes all days beginning with the first day of classes and ending with the last day of classes, excluding final examination days. **When the percentage of retained tuition is equal to or greater than 60 percent, no tuition credit will be given.**

Additionally, a student is not eligible for any refund if (1) the student fails to formally withdraw; (2) the student is suspended for disciplinary reasons; (3) the student withdraws when a disciplinary action or honor code violation is pending; or (4) the student withdraws from a class or classes, but does not totally withdraw from all classes for the semester.

Issuance of credit for room and board is governed by the contract signed by the student with residence life. Any credits or refunds to be issued to a student's account will be determined by the director of residence life. The advance deposit is nonrefundable if a student withdraws from the university.

## **Monthly Statement of Account**

---

Each student will receive a monthly account statement from the university if a balance is due. Statements include, but are not limited to tuition, room and board charges, parking fines, library fines and meal plan fees.

## **Health Insurance**

---

Oglethorpe requires all full-time, traditional undergraduate students to have health insurance. The fee is charged and payable when tuition, room and board and fee charges are due.

## **Degree Completion Fee**

---

A nonrefundable degree completion fee is required of all students who expect to graduate. This fee will be charged to the student account and is payable prior to participation in commencement exercises.

## **Payment Options**

---

Oglethorpe University accepts cash, check, Visa, MasterCard, Discover and American Express. All payments (excluding cash) made after the close of business can be placed in the payment drop box located at the business office.

**Note:** If a check made in payment for student fees is not valid upon presentation to Oglethorpe's banking institution, a hold is placed on the student's account and Oglethorpe University reserves the right to cancel the student's registration and assess any necessary fees.

## **Financial Obligations**

---

All tuition and fees must be paid by the dates published in each semester's course schedule. It is the responsibility of the student to be informed of, and to observe, all policies and procedures regarding tuition, fees, payments and refunds. In no case will a policy be waived or an exception granted because a student pleads unawareness of the policy or asserts that he or she was not informed of it by an adviser or other authority. Verbal misinformation is not grounds for a waiver of a policy.

Oglethorpe University reserves the right at any time during the semester to drop any student from classes for failure to pay tuition and fees. Until all financial obligations are met, a hold is placed on the student's account, no records are released, no future registration is allowed and the faculty considers no student as a candidate for gradua-

tion until all indebtedness to the university has been settled. Students with outstanding indebtedness may be subject to late penalties. Unpaid student accounts that are deemed delinquent may be placed with a collection agency. If such action is required, the student will be liable for any cost associated with such an action.



# STUDENT AFFAIRS



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## 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** or in a **First-Year Seminar** as part of a Learning Community. For a full description of Fresh Focus, First-Year Seminar and learning communities, please see the Educational Enrichment section of this *Bulletin*.

Additionally, Oglethorpe expects students entering in the fall to attend one-day sessions to become familiar with the campus and curriculum. Students may select one of two 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 Student Affairs Office and the provost, coordinates the Passport program; the Student Affairs Office, 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 traditional 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, sophomores and juniors 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. 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. All students in the residence halls receive an unlimited meal plan. Students may enter the dining hall as many times as they want during hours of operation.

Commuting and off-campus students are eligible to purchase a "commuter meal plan" that includes 25 meals. Unused commuter meals do not carry over from one academic year to the next. Meals are only provided when school is in session and are not provided during Thanksgiving, winter and spring breaks. Lunch will be the last meal served on the day prior to the start of the aforementioned breaks. The last meal served as part of the plan during the academic year will be lunch on the last day of final exams during the spring semester. There is no meal plan during the summer.

In addition to the residence halls, there are six Greek houses that accommodate some members of two fraternities and three sororities. Greek students living in a double room in a fraternity or sorority house receive a ten meal a week plan. Greek students living in a single room receive the unlimited plan.

## Health Services

---

Health services functions as an ambulatory acute care facility managed by a registered nurse. 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. This office is closed over the summer. 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. A student is responsible for providing his or her own transportation to the hospital or other off-campus doctors and medical specialists. University personnel are not permitted to transport students for such purposes.

All full-time day students are required to have health insurance coverage and are automatically enrolled and charged for the university-sponsored student health insurance plan. A brochure is mailed to all registered students and available online describing the current semester coverage, fee and limits of plan. Students may only be exempt from the school-sponsored insurance plan by showing evidence of personal health insurance by returning the waiver card that is attached to the brochure or completing the online waiver to the insurance company by the stated deadline. Waiver cards *will not* be accepted by health services and the business office. If a student does not submit a waiver, the cost of the insurance will be added to his or her student statement. It is required that international and exchange students show proof of or purchase Repatriation and Evacuation coverage while attending Oglethorpe University. See the Tuition and Costs section of this *Bulletin* for more details. As required by Georgia law, residential students must sign a form stating that they have either received a vaccination against meningococcal disease or that they have received information about meningitis and the vaccine.

## Career Services

---

The Career Services Office provides resources to assist students in making responsible decisions and planning strategies regarding job search and career options. These resources include: one-on-one sessions with qualified career counselors, half-semester courses for sophomores and seniors, access to job and internship databases, a career library, mock interviews, resume writing, career fairs, workshops and on-campus recruitments. The department also supports students interested in continuing their education by assisting with graduate school exploration and planning, application strategies and review of personal statements.

Career Services offer three career assessments which are the Myers-Briggs Type Indicator, Strong Interest Inventory and StrengthsQuest. These tests provide information about environmental and work style preferences, industries and job titles for further exploration and examine personal strengths from which students can gain career success and satisfaction. Workshops are presented each semester to prepare students for life after college, including resume writing, interviewing, dressing professionally, workplace/social etiquette and job search techniques.

Students also have the option of pursuing internships for academic credit. The department assists students in identifying opportunities and completing appropriate paperwork. Each year a number of prospective employers visit the campus for the purpose of providing information on careers, interviewing candidates and making hires. Current

information on permanent, summer and part-time job opportunities is made available to both students and alumni. The career services office conducts a number of career fairs throughout the year for positions at nonprofit organizations, within the financial industry, teacher recruitment and a spring event that covers a variety of fields and industries. More information about services offered through the department can be accessed online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: career services).

## **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 professional counselor directs the counseling and coordinates all other services, which are confidential. The other therapists are at various stages of completing graduate degrees 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.
- **Consultation:** The Counseling Center is available to the Oglethorpe University community to enhance organizational and interpersonal effectiveness. Feel free to call with questions.
- **Outreach:** A variety of workshops will be offered throughout the academic year to provide information that is appropriate to the personal and professional development of university students. Workshops include topics such as healthy relationships, eating disorders, surviving sexual abuse and stress management.

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. Students may utilize counseling services for a limited number of sessions or be referred out to a specialist as determined in collaboration between the student and the counseling center staff.

## **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 several Board of Trustees standing committees.

Particularly important is the role of elected student government representatives in this process. The president along with selected other officers of the Oglethorpe Student Association meet regularly with the vice president for campus life to discuss student body concerns. At least once 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.

## **Athletics**

---

Oglethorpe takes the term “student-athlete” seriously. Please see Good Academic Standing and Probation for Athletes in the Academic Regulations and Policies section of this *Bulletin*. Oglethorpe’s 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, lacrosse, 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, Birmingham-Southern College, Centre College, Colorado College, DePauw University, Hendrix College, Millsaps College, Rhodes College, Southwestern University and Trinity University.

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

- Offensive remarks, comments, jokes, slurs or verbal conduct pertaining to an individual's personal characteristics.
- 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 campus life (Michelle Hall, Emerson Student Center, 404-364-8336) the provost (Stephen B. Herschler, Lupton Hall, 404-364-8317), the manager of human resources (Wayne Phipps, Lupton Hall, 404-364-8325) or director of the counseling center (Leanne Henry-Miller, 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 in the Liberal Arts and Sciences or during a special program held by the sponsoring organization:

**Donald C. Agnew Award for Distinguished Service:** This award is presented annually by members of the 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.

**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.

**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.

**President's Citizenship Award:** This award is given annually to the senior the president deems most worthy for his or her accomplishments in community service and civic engagement while at Oglethorpe.

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

**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 *summa cum laude* student in the graduating class who has attained the highest level of scholastic achievement at Oglethorpe with the greatest number of hours of course work completed at Oglethorpe.

## **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



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **University Communication Policy**

---

The Oglethorpe University email system is the university's official mode of electronic communication to and among faculty, staff and students. The university and its faculty, staff and students will use Oglethorpe email accounts (those labeled *name@oglethorpe.edu*) to send university news, essential information, classroom communications and official notices. Such communications will not be sent to personal email accounts such as *hotmail, aol, gmail, etc.*

Students are required to maintain current home addresses, local addresses, phone numbers and emergency contacts with the registrar's office. In addition, both permanent home addresses and local addresses will be used for official written communications. Students are responsible for information mailed to these addresses of record. Such communications may include financial aid awards, library notices and student account statements. It is the responsibility of the student to ensure that his or her information of record is correct and to make all changes to such information directly with the registrar's office. Faculty or other staff offices may collect such student information for their own purposes, but this does not constitute an official notification of change. Students must go in person to the registrar's office to make official changes or corrections to their information of record. Students may then check OASIS to confirm that requested changes of address have been updated by registrar's office staff.

Faculty and staff are required to maintain current home address, phone numbers, emergency contacts and beneficiaries on file with the human resources office.

## **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. Sanctions may include but are not limited to verbal warning, drug or alcohol education, probation, and expulsion.
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 build-

ings 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 bongs, funnels and kegs are prohibited from campus. Hookahs and other like devices designed for smoking tobacco are also prohibited.
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. Hookahs are not permitted on campus.

### **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 counseling center 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 to the appropriate division chair or the provost and senior vice president. 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. Music sound level from vehicles on campus should be maintained at 54 db while in academic areas of campus.

### **Parking Areas**

- Special visitor parking is designated to the keyhole parking area.
- Regular visitor parking is limited to the Maintenance Drive parking area and the designated visitor parking spaces in the Peachtree Gate parking area.
- Resident student parking is limited to the Greek Row; Upper Quad; North and Magbee; Maintenance Drive; Emerson and Dempsey parking areas.
- Commuter student parking is limited to the Goslin and Goodman parking areas.
- Faculty/staff parking is limited to the Peachtree Gate, Schmidt/Dorough, Hearst, Woodrow Way fence line and Library parking areas.



- Reserved parking, including buses and large vehicles, is designated to the Conant Center parking area with the assistance and direction of campus safety.

### Vehicle Registration

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

- Faculty and staff will register vehicles annually between August 19 and September 1. Students will register vehicles at the time of registration for Fall semester classes. Any vehicle brought on campus after September 1 must be registered immediately (no later than four business days after arriving on campus).
- An individual may register only a vehicle belonging to the registrant or a member of his or her immediate family. Proof of ownership may be any official document that identifies the owner of the vehicle, including title, bill of sale or license tax receipt. Requests for exceptions to this requirement may be granted under special circumstances.
- Permit fees must be paid at the time of vehicle registration.

\$40.00	Annual student fee
\$40.00	Annual faculty/staff fee
\$35.00	Semester fee
\$20.00	Part-time faculty/staff
- Proof of vehicle registration is a permit in the form of a hang-tag provided to the registrant at the time of vehicle registration.
- Official hang-tags may be used on a vehicle other than the registered vehicle for three days provided the registrant informs campus safety of the hang-tag's use on a non-registered vehicle. The front of the hang tag must be completely visible at all times while on campus property.

### Violations

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

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

### Vehicle Immobilization Charges

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

### Towing

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

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

- Found in violation of parking regulation

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

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

### **University Liability**

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

### **Visitor Parking**

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

### **Appeal Procedures**

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

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

## **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 Oglethorpe Honor Code section of this *Bulletin*.

### **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 re-admitted, 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.

**Education and/or Counseling:** A student may be required to attend an intake session with the Counseling Center to address issues related to the violation of campus policies. Other educational assessment and projects may be assigned as well.

**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.

## 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 various productions each year in the Conant Performing Arts Center. Annual events, such as *Night of the Arts*, provide a showcase for campus talent. Georgia Shakespeare, a professional theatre company located on campus, offers summer and fall performances that are a valuable cultural asset to the Oglethorpe community.

## 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 Center for Civic Engagement sponsors a series of field trips through the OUr Atlanta Cultural Excursion program to museums, theatre and dance programs and places of cultural, political and historical interest in the metropolitan Atlanta area.

## 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 programs 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 in the traditional day program, not on disciplinary probation, with a minimum 2.0 grade point average. Any questions concerning eligibility for member-



ship or holding office in a student organization are subject to final determination by the vice president for campus life. Students enrolled in the evening degree program are eligible for general membership only and may not hold an officer position in a registered student organization. Evening degree students who maintain membership in a student organization will be charged a student activity fee on a semester basis.

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 re-activated.

### **Policy on Insurance for Fraternities and Sororities**

All registered social fraternities and sororities must maintain comprehensive general liability insurance in the minimum amount of \$1,000,000 per occurrence with at least a \$2,000,000 total general aggregate coverage. Such liability insurance shall include Oglethorpe University, its officers, employees and agents as an additional named insured and shall be written with a carrier acceptable to the university. A certificate of such insurance shall be forwarded to the university as evidence of such coverage and the university must receive notice of any change, cancellation or renewal of the policy. The insurance shall be considered primary over any and all collectable insurance that the university may have available.

### **Policy on Advertising for Activities and Events**

Student groups may publicize events by including information in The SOURCE, an announcement that is emailed to all students, faculty, board and staff every Thursday. Since email is the official vehicle for communication at Oglethorpe University, The SOURCE is the most effective means for publicizing events. Notices must be submitted no earlier than two weeks before the event to the public relations office. Deadline for weekly submissions is Wednesday at 5 PM.

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.

### **Intramural and Recreational Sports**

The athletic department offers an array of intramural sports and recreational activities in addition to intercollegiate competition. All students may participate in these physically and intellectually stimulating activities. Men and women can compete in basketball, dodgeball, flag football, ultimate frisbee, volleyball and wiffle ball programs, among others, throughout team sport seasons. In addition, aerobics, weight training and dance are also offered at the Steve Schmidt Sport and Recreation Center. Various recreational activities such as camping, hiking and rafting occur throughout the year at various sites in the greater Atlanta area.

### **Fraternities and Sororities**

The Greek community at Oglethorpe is made up of two fraternities and three sororities. The fraternities are Chi Phi 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; these guidelines include a minimum GPA requirement. The fraternity and sorority recruitment process takes place early in the fall semester. Events on campus for members of the Greek community include Greek Week in the spring semester and various fundraisers, philanthropy events, mixers, socials, speakers and educational workshops throughout the year.

### **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 may hear the case informally or 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 meet-

ings 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](http://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. Currently, only students enrolled in the traditional undergraduate day program may initiate the formation of a new organization. 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  
Rho Delta,  
Sigma Pi Sigma, physics honor society  
Sigma Tau Delta, English honor society  
Sigma Zeta, science honorary

**Advocacy**

Amnesty International Club  
College Democrats  
College Republicans  
ECOS: Environmentally Concerned  
Oglethorpe Students  
Feminist Majority Leadership Alliance

**Ethnic/International**

Black Student Caucus (BSC)

**International Club**

Japanese Culture Club  
Oglethorpe Caribbean Student Association

**Governance/Advisory**

Interfraternity Council  
Oglethorpe Student Association (OSA)  
Panhellenic Council

**Greek**

*Fraternities:*

Chi Phi  
Sigma Alpha Epsilon

*Sororities:*

Alpha Sigma Tau  
Chi Omega  
Sigma Sigma Sigma

**Performing Arts**

Ballroom Dance Club  
Gospel Choir  
OU Playmakers  
OU Radio Station  
Oglethorpe University Singers & Chorale  
Rehearsal Room C

**Publications**

*Stormy Petrel*  
*The Tower*  
*Yamacraw*  
*Telefunkin'*

**Recreational**

Oglethorpe Spirit Coalition  
Dorough Delinquents  
OU Cheerleaders  
Oglethorpe University Dancers  
Khayos

## **Religious**

Interfaith Council  
Jewish Student Union  
Muslim Student Association  
Oglethorpe Christian Fellowship

## **Special Interest**

BACCHUS  
Chess Club  
Economic Empowerment Initiative  
Future Neurologists of America  
Open Mic Club  
OUTlet, Students Against Homophobia

## **Volunteer**

Alpha Phi Omega (APO)  
Circle K International

For more information on student organizations, visit [www.oglethorpe.edu](http://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.
9. Report all maintenance issues to the appropriate person in a timely manner.

### **Residence Life Staff**

Resident Assistants (RAs) are students that live and work in the residence halls. They are hired by the Residence life office 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.

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 enrolled in the traditional program 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, sophomore and junior 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**

All residence halls at Oglethorpe are coed, with each suite designated for a single gender. Some upperclassmen suites will be designated coed within the suite. Students entering Oglethorpe for the first time will be assigned to a residence hall by the residence life staff. Students may request a specific roommate prior to being assigned, however, all requests must be mutual and submitted in writing to the residence life office. Returning students will select his or her residence hall space in early April, according to procedures established by the residence life office.

### **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 seven to ten business 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 \$100 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. Residents may not exchange keys without prior permission from the Residence Life Office.

### **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 the daily charge and additional sanctions, fines and further disciplinary action. 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 your 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 your RA well in advance of your planned departure date. Each resident is responsible for scheduling his or her appointment. All your 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 your door. If your room or suite is not cleaned, you will be charged accordingly for improper checkout.
3. Meet with your RA for a check-out appointment. The RA will inspect the room for damages, missing furniture and cleanliness.
4. Return your keys to your RA and sign your RIC after any damages have been noted.
5. Your RLC or other professional staff will determine final damage assessments.

**Note:** Moving without prior approval from your RLC will result in a \$50.00 fine.

### **Damages**

**Communal Property:** If hallways, baths, lounges or other public areas in the residence halls receive undue abuse, we expect the assistance of the residents of that area to identify 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:** You are responsible for any damages that occur in your room during your occupancy. If damages are accidental, you must still pay repair costs. 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 may 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, sophomores and juniors 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 your RLC. For your security, it is necessary that we change locks and make a charge against your damage deposit. The charge for a lost key is \$140. Keys must be returned to the residence life office when you move off campus. Keys should only be returned to an authorized residence life staff member.

### **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 \$10.00 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**

Basic cable TV service is provided in each suite in the residence halls.

### **Housekeeping**

The housekeeping staff is responsible for cleaning all public areas. These areas include the lounges, common restrooms, halls and stairwells. Individual student bathrooms are cleaned on average, once per month. Housekeeping requests should be sent via email through OASIS. 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 Hall, in the basement of Dempsey Hall and on each floor of the Phase II, North and Magbee Halls. Please report malfunctioning machines to your RA or online via the PetrelNet.

### **Maintenance**

Routine maintenance needs should be reported by sending a request online through OASIS. Please be specific in describing your problem and date the request; this will expedite repairs. All regular maintenance requests must be submitted in writing. Emergency concerns and after hours maintenance requests should be reported to the RA on duty, the RLC or campus safety immediately.

### **Pest Control**

If you are having problems with insects of any kind in your room, please inform your RA or RLC so the appropriate measures may be taken to rid your quarters 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 your door and take your key with you, even if you are leaving for just a short period of time. Do not lend your key to others. Do not keep large amounts of cash in your room. Protect the safety of your fellow residents by respecting all visitation policies. Keep outside doors locked even if it causes you an inconvenience. 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.

### **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](http://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**

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 your room. 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 you to make your room comfortable and representative of your personality. We ask that you please follow these guidelines as you plan your decorating style:

- No nails, tape, white “plastic tack” or stick-ums, please. You may use the “easy release” mounting devices designed to be removed without causing wall damage.
- Do not hang items from your ceiling or ceiling tiles.
- Lofts are not permitted.
- Rooms may not be painted.
- If you have any questions about what is allowable, please ask first 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 \$1000, 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**

You may not remove, store or trade furnishings from your 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**

Your RA will call meetings from time to time on your hall or in your building. These meetings are never lengthy and are only called when the RA has something important to share or certain issues to discuss. You are expected to make every effort to attend. If you are unable to be there, check with your RA to learn what you missed.

## **ID Cards and PetrelPass**

All students must carry the PetrelPass student ID card with them at all times on campus. The ID card is required for after-hours entry to the dining hall, upperclassmen residence halls, and the main gate. Students are responsible for keeping the ID safe and should not lend the ID to anyone else. Replacement cards are available for a fee in the Student Affairs Office.

## **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. Your parent's insurance may cover your belongings while you are 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 you receive such calls:

- Hang up immediately.
- Do not give out any information (names, location, etc.).
- If calls persist, call your RA or RLC, the residence life office, campus safety or the local police department.
- Keep a record of calls (especially dates and times).
- Attempt to determine a pattern.

## **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 your door or one door down from you.

## **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, Frisbee and basketball in the designated areas will be the only activities allowed in these outside areas unless approved by the residence life coordinator. See your 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 leave storage sheds/containers on campus in pre-approved areas for 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.

## **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 your door whenever you leave your room; do not loan or duplicate your keys; report lost room keys as soon as possible; take valuables home with you over breaks. Any theft or loss should be reported to your RA or RLC and campus safety upon discovering the loss.

## **Trash Disposal**

Please keep our campus looking attractive by placing all trash in appropriate outside containers. Residents of North and Magbee Halls and Phase II 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 \$50.00 per bag of trash. Students who continue to disregard this policy may lose their privilege to live on campus.

### **Visitation Hours**

Oglethorpe University permits visitation in the residence halls by members of the opposite sex 24 hours per day, seven days a week with the consent of the host or hostess and his or her roommates/suitemates. Cohabitation between students and/or non-students, regardless of gender, is not permitted. Cohabitation exists when a person who is not assigned to a particular residence hall room or suite uses that room or suite as if he or she were living there.

### **Guests**

Residents may have overnight visitors for a maximum of three consecutive 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. Students who do not live on campus are considered to be "guests" when visiting the residence halls and must be escorted by a host.



# ACADEMIC RECORDS, REGULATIONS AND POLICIES



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **Academic Advising**

---

Each student consults with a faculty adviser in preparing course schedules, discussing completion of degree requirements, post-graduation plans and inquiring about any other academic matter. The faculty adviser is each student's primary point of contact with the university.

Each freshman will choose his or her first adviser as part of the requirements of the Fresh Focus or First-Year Seminar course during the fall of the freshman's first year.

At any time, a student may change to a different or more permanent adviser. This would often be expected when a student changes majors (see below). To change the adviser, a student must complete the steps below:

1. Obtain an adviser selection form available in the registrar's office or online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).
2. Consult with the proposed new faculty adviser for permission to be added to the faculty member's advisee list; obtain the new adviser's signature on the adviser selection form.
3. Return the completed, signed adviser selection form to the registrar's office so that the new adviser will appear on the student's online OASIS account as the official adviser.

**Note:** When the student signs the adviser selection form, the student also signs a statement acknowledging responsibility for following the policies and requirements contained in this Bulletin.

## **Changing a Major or Minor Program**

---

At any time, a student may change the major program of study and declare a new major program. Also, at any time, a student may declare a minor program of study or change a minor. To change the major or to add/change minor(s), a student must complete the steps below:

1. Obtain the change of information form available in the registrar's office or online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar).
2. If declaring a new major, the student should determine if he or she should also change their adviser to a faculty member who has teaching responsibilities in that major field; if so, follow procedure above to change the official adviser.
3. Return completed form(s) to the registrar's office so that updates to program of study will appear on the student's online OASIS account.

## **Registration**

---

Schedule planning and course selection for all students is done in consultation with each student's academic adviser. New students select courses with their faculty adviser during summer orientation or summer/fall registration periods. Returning students should make appointments to consult with their academic adviser for course selection during the weeks prior to registration week for the upcoming semester. Registration week occurs in early November for the following spring semester and in early April for the following summer and fall semesters.

Full-time students wishing to participate in the Atlanta Regional Council for Higher Education (ARCHE) Cross Registration program (see Cross Registration below) should select courses during the registration weeks as well, in order to meet ARCHE deadlines.



## **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. To meet ARCHE institutional deadlines for fall, spring and summer semesters, students should complete forms for cross registration during Oglethorpe's designated registration week for these semesters.

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

## **Georgia Institute of Technology Air Force R.O.T.C.**

---

Students may participate in the Air Force Reserve Officer Training Corps through cross registration by attending classes and training at Georgia Institute of Technology. Students earn a college degree and an officer's commission in the United States Air Force at the same time. A student who completes the Air Force R.O.T.C. program qualifies as a commissioned officer and will be allowed to enter active duty in the United States Air Force. Air Force R.O.T.C offers competitive and non-competitive scholarships to qualified college students based on merit and major including foreign languages. Stipends and book allowances are also available. See also <http://www.afrotc.gatech.edu>.

## **Oglethorpe Students Seeking Transient Status**

---

Oglethorpe students may pursue classes at another accredited institution with the approval of his or her adviser and the registrar. Failure to obtain this approval may result in the denial of credit. Students must be in good academic and financial standing with Oglethorpe University. Transient request forms are available in the registrar's office. At the conclusion of the semester of transient study, the student must request an official transcript from the institution of study to be mailed to the registrar's office at Oglethorpe. Until the transient transcript is received, the student will not be eligible to register for future classes and will not have access to Oglethorpe transcripts.

## **Drop and Add**

---

Drop/add activity is a student-driven choice. Students who find it necessary to change their schedule by dropping or adding courses must do so by following drop/add procedures outlined in each semester's printed course schedule and adhering to posted drop/add period deadlines. Semester course schedules may also be obtained online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). Current semester course offerings are also available on the OASIS system where students may browse for current course availability during drop/add periods. Guests may also browse current semester course offerings using the OASIS Guests tab, Search for Sections option.

## **Withdrawal from a Course**

---

Withdrawal from a course is a student-driven choice. From the conclusion of the drop/add period through mid-semester or the middle of a summer session, changes in schedule constitute a withdrawal. To withdraw from a course, the student should obtain a course withdrawal form from the registrar's office or online at [www.oglethorpe.edu](http://www.oglethorpe.edu).

edu keyword: registrar). The student should return the completed form to the registrar's office after obtaining required approval signatures from the course instructor and the Financial aid office.

Students withdrawing from a course may do so approximately 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 grade(s), but it has no effect on the return of tuition or room and board costs. Please see Institutional Drop and Withdrawal 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 university withdrawal form available in the registrar's office or online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: registrar). The Financial aid office 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 the withdrawal form cannot be 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 less than 12 months, see Re-activation below. For absences of more than 12 months, see Re-admission in the Admission section of this *Bulletin*.

## **Obligations to the University**

---

A student with outstanding obligations to the university may be subject to restrictions that include but are not limited to the following: denial of access to official Oglethorpe transcripts, immunization and financial records; denial of registration privileges in the current or in subsequent academic semesters or sessions; denial of degree conferral from the university and/or participation in commencement exercises.

## **Re-activation**

---

Students who leave the university whether in good academic standing or not and wish to return after an absence of less than 12 months should contact the registrar's 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 upon approval from the provost. For absences of more than 12 months, see Re-admission 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," "WF" or "U.")

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+	Good	3.3	87-89
B		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	
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 (See below when "I" may not be assigned to any student on academic probation). 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.

## **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.

## **Good Academic Standing, Probation and 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.

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

Students who fail to achieve good standing following a fall or spring semester are placed on probation. While on academic probation, students will not be permitted to receive an “I” grade in any course. In addition, traditional undergraduate day students on academic probation will not be permitted to register for evening degree course work. Under special circumstances (for example, when an evening course may be a requirement for the student’s major), a day student on academic probation may be granted permission to register for an evening course by approval of the associate provost or provost.

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 regain 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 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 or Re-admission.)

**Note:** The minimum grade point average for keeping financial assistance is higher than for good academic standing. Students on probation receiving institutional or federal financial aid should see Academic Policies Governing Student Financial Aid in the Financial Assistance section of this *Bulletin*.

## **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. 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.

## **Independent Study Policy**

---

An independent study requires submission of an application which contains a proposed, detailed outline of study, including a list of objectives, a schedule of meetings and assignments, a list of works which will be read and/or a description of projects which will be undertaken, proof that the required materials (including books) are on hand or have been ordered, and a specification of the means by which the student's performance will be assessed. An application form may be obtained from the registrar's office or from O://public/forms. The application (including an unofficial copy of the student's transcript as well as additional supporting documentation) must be approved by the instructor, the division chair, the student's adviser and the provost or designated associate provost. The completed and approved application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. First-semester sophomore standing (at least 32 semester hours earned) and a cumulative grade point average of 2.0 or better are required. A student may take no more than 8 semester hours of independent studies at Oglethorpe and no request should duplicate a course that exists in the curriculum.

Once an independent study is approved, the name of both the student and the instructor, as well as a description of the project, may appear on the Oglethorpe University website and in other official publications and announcements, so that the broader community can see the type and scope of investigations which are currently being carried out by our students and their faculty mentors.

At the end of the semester during which the independent study is undertaken the student must file a report which explains whether and to what extent each objective set forth in the original application was met. If some portions of the original proposal proved untenable the final report should detail how the independent study was modified to accommodate the unexpected problems which arose. The report must also address the details of the actual implementation of the independent study, being sure to discuss the usefulness and importance of the readings and/or other projects. The instructor must, by adding his/her signature, endorse the substance and the accuracy of the report, which is then submitted to the provost or designated associate provost. All such reports are to be kept on file in the provost office or in the office of his/her designee. The student will automatically be assigned the grade of "I" (Incomplete) for the independent study if the endorsed report has not been filed by the close of business on last day of final exams during the semester of study or if the endorsed report is judged by the provost or designated associate provost to be inadequate. It will be the duty of the provost or designated associate provost both to inform the registrar to assign the "I" grade and also to inform the student and the instructor of the action taken. The "I" grade will persist until an acceptable endorsed report is submitted.

Only full-time faculty may supervise an independent study. Others may do so by invitation of the provost. Directing two or more unrelated independent studies in any given semester requires pre-approval by the provost.

## **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 four 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 existing 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 by the associate provost and there is no further appeal. If the committee rules in favor of the student, the chair or the associate provost 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 grade appeal 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, whether or not the student is enrolled 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 specified in each semester’s printed course schedule. Fees for auditing courses also are listed in each semester’s printed course schedule.

## **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**

---

No more than four semester hours earned in Team Teaching for Critical Thinking, no more than two independent studies, and no more than 16 semester hours of internship are permitted to count toward the 128 semester hour requirement.

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, no more than two independent studies, and no more than 16 semester hours of internship are permitted to count toward the 128 semester hour requirement.
2. A minimum of 64 semester hours must be completed at Oglethorpe to earn an Oglethorpe degree with 52 of the last 64 hours earned in residence. Courses taken at Atlanta Regional Council for Higher Education institutions on a cross-registration basis 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. Effective fall 2008, successful completion (grade of “S”) of at least one semester of First-Year Seminar or Fresh Focus.
5. Effective fall 2008 for all first-time, first-year freshmen (transfer students exempt), completion of 12 co-curricular “Petrel Points.”
6. Submission of an application for degree to the registrar’s office by midterm in the fall prior to completion of degree requirements the following December, May or August. If a student does not graduate as anticipated, an updated application for degree must be submitted.
7. Satisfaction of all financial and other obligations to the university and payment of a degree completion fee.
8. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys.
9. Formal faculty and Board of Trustees approval for graduation.

## **Commencement Exercises**

---

Commencement 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 commencement exercises. (The only exception allowed is for a student who has completed all other graduation requirements except for a maximum of two courses totaling no more than 12 semester hours). All other students completing requirements at the end of summer or fall participate in the following spring commencement 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. Latin academic honors are awarded to students who have completed all graduation requirements prior to commencement exercises. These honors are announced during commencement and are designated on the diploma and on the transcript. Latin academic honors excludes any student with pending graduation requirements who has chosen to walk.

## **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 policies stated in the Transfer Students and Transfer Policies sections 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 and 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 semester hours, with a maximum of 19 hours allowed as part of the regular full-time program. This includes any cross-registered courses. Students may take up to 19 semester hours without special permission.

A student whose academic load exceeds 19 hours must obtain overload permission. Such overloads may be allowed for students with junior standing and a minimum grade point average of 3.5. If the overload is due to internship hours, a 3.0 grade point average is required. A request form may be obtained from the registrar's office and requires signed approval by the student's adviser and the associate 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 percent 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.

## **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 partially protects students from the release and disclosure of those records to third parties. Educational records are those records, files and other materials that contain information directly related to a student's academic progress, financial status, medical condition, etc., and are maintained by the university or a party acting on behalf of the university.

### **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 (see Directory Information 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, including but not limited to advisers, instructors and coaches.
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.
11. Parents of a student if regarding the student's use or possession of alcohol or controlled substances in limited circumstances.

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

### **Directory Information**

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

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

### **Student Review of Records**

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

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.

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

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

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

1. The hearing shall be conducted and decided within a reasonable period of time following the request for a hearing.
2. 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.
3. The student shall be offered a full and fair opportunity to present evidence relevant to the issues raised.
4. The decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing.

**Note:** A formal hearing may not be convened to contest grades. The grade appeal procedures are listed in the Grade Appeal Policy 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. The university may choose to provide non-directory information to parents if it is regarding the student's use or possession of alcohol or controlled substances.

## **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 office. 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 expressed 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 staff of the center authorized for individual cases.

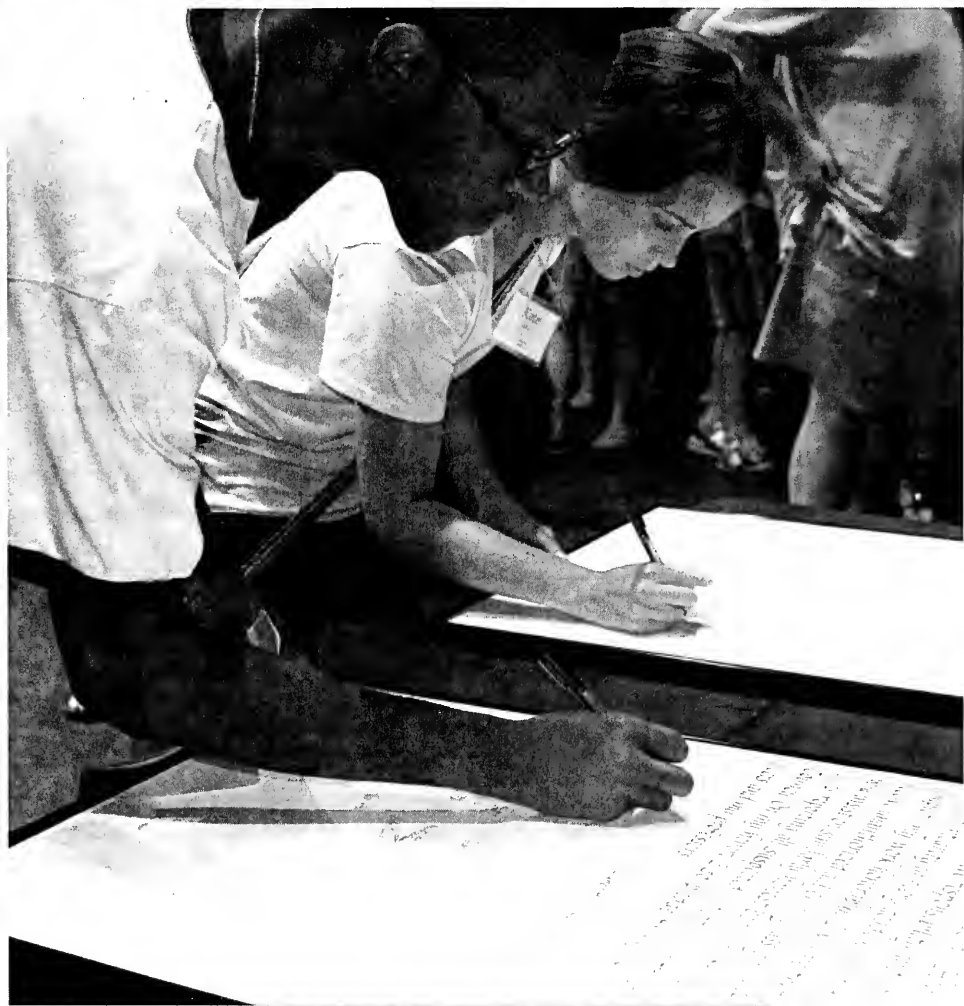
The residence life office keeps files on students living on campus. The files, which contain residential hall agreements, are stored in cabinets in the residence life office. The office is locked at the end of each business day. The residence life director and coordinators have access to the records. The director secures all student discipline records including Code of Conduct violations in a locked storage closet in the director's locked office.

The Secretary of the Honor Council secures all Honor Code violation information in a storage cabinet. If an Honor Code violation becomes part of a student's academic record, copies are hand delivered 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.



# OGLETHORPE HONOR CODE



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## **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 falls under the jurisdiction of the Code of Student Conduct, Section B.14.

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 any of the instructor's 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 course work.

## **6. Honor Council**

### **6.1. Composition**

At the beginning of each academic year, day and evening students and fulltime 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 form an investigatory panel to carry out a preliminary investigation in accordance with the provision in section 7.2. If the investigatory panel determines that the case should proceed to a full Honor Council for the purpose of either a hearing and possible imposition of penalty or simply imposition of a penalty, the secretary will constitute an Honor Council made up of five students (either day or evening) 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 five students, 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). Day students will serve on investigatory panels and honor councils for day students suspected of violations and evening students shall serve on investigatory panels and honor councils for evening students suspected of violations.

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 April 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, and a secretary, associate provost or designated senior faculty member. In the case of evening students, the presiding officer will also be an evening student.

### **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 student's advisor and, if appropriate, the registrar and the dean of students.

The secretary will present a report to the faculty at the April 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**

Twelve student members of the Council from the day program will be elected by their peers in a general election held at the beginning of each school year. A nominating committee made up of the dean of students, the associate provost, the president of the Pan-Hellenic Council, the president of the Oglethorpe Students Association, former student Honor Council members and class presidents shall solicit and make nominations. In addition, a student may nominate another student or submit his or her name for candidacy. All full-time traditional students are eligible for election, with the exception of students convicted of honor violations. Elections will be held no later than September 15. Throughout the course of the year, any day student who has been elected may be called by the secretary to hear cases or appeals, which involves day students.

Six student members of the Council from the evening program will be selected by the director of the evening degree program, the evening de-

gree program council and current evening students designated by the director of the evening degree program for the purposes of carrying out investigations and hearing cases involving evening degree students.

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. Additional students may be appointed for the summer term as needed by the associate provost in consultation with the dean of students or director of the evening program. Any appeals of Honor Council actions will be deferred until the beginning of the fall term, following the procedures in Section 8.

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 associate provost, 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 and at the registrar's office. A signed form in the hands of the secretary constitutes a report of a suspected violation.

In the case of suspected honor violations reported by a faculty member, the form for reporting violations shall include a detailed description of the suspected violation, with a description of the assignment and a syllabus for the course attached. Cases of suspected plagiarism should also include photocopies of the student work in question with the problematic passages or work clearly marked, in addition to copies of source materials which document the plagiarism.

Failure to report a case of suspected cheating either to the professor or to the secretary is 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 form an investigatory panel made up of one student, one faculty member and the secretary. If deemed necessary by the secretary, the investigatory panel will first conduct a preliminary investigation to ascertain whether or not there is sufficient evidence to warrant a preliminary hearing. If the investigatory panel does not think there is sufficient evidence to warrant a preliminary hearing, the professor has the right to request a review of the evidence by a full Council. If a full Council determines the evidence to be sufficiently compelling, the hearing may proceed.

If either the secretary or the panel decides that the evidence does warrant a preliminary hearing, the suspected offender will be asked to meet with the members of the investigatory panel. 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 a 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. A full honor Council will assess the appropriate penalty, whether a hearing is held or not.

All official notifications shall be sent to the student's official Oglethorpe email address. 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 full 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, whenever possible.
- 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 intimidate 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 full honor council 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 a full 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 one of the following penalties according to the severity of the offense; however, the exact penalty shall be left to the discretion of the Council. The Council shall also have the option of consulting with the instructor for purposes of clarification before assessing a penalty.

1. A "zero" 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 a second offense shall be expulsion, which shall become effective in the semester in which the infraction occurred. The student will receive no credit for that semester.

#### **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.

### **7.7 Meeting Time and Place**

The regular meeting time for all preliminary investigations and full honor council hearings shall be Thursdays at 11:30 am in the Hansel Room of Lupton Hall, unless the secretary in consultation with the Council determines that another time and place is best.

## **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



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## 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, optional learning communities with accompanying first-year seminars, 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.

**There are two options for first-year students. All first-year students must take either a stand-alone Fresh Focus course, or a First-Year Seminar linked with a Core class or other introductory freshman course, in a learning community.**

### **FOC 101, FOC 102. Fresh Focus I,II .....1 plus 1 hour**

This option for entering students is a small-group course facilitated by upper-class peer mentors and faculty, which is not linked to another course. Students select a class from among numerous topics focused on special interests such as visuals arts, vocal or instrumental music, live theater, science, or athletics, with experiential and interactive as well as academic features. The first meeting of each group of students is during fall orientation, and members of each Fresh Focus section continue throughout the semester to pursue their chosen topic and share related experiences. **Some sections of this course will extend for one semester, and some for two semesters.** New students will also attend informational sessions on aspects of health and wellness, careers, resources and skills for academic success and open houses in the academic divisions. Graded on a satisfactory/unsatisfactory basis.

### **FYS 101, FYS 102. First-Year Seminar I, II ..... 1 plus 1 hour**

As a second option, first-year students may choose a learning community, taking two linked courses concurrently. This is a special opportunity for professors and students to work together closely inside and outside of class. A learning community consists of the same students taking one of a variety of First-Year Seminars, linked to a particular section of the required COR 101 Narratives of the Self or other designated freshman course, such as Introduction to Economics or Elementary Spanish I. By sharing the same students, learning community professors and their upper-class peer mentors can better coordinate discussions and material studied, and students thereby receive additional enrichment and support in their first year of college. They also benefit from related extracurricular activities and social events organized to help freshmen to engage with and enjoy their academic work. Some of the communities are discipline-focused and aimed, for instance, at students in history, foreign language, economics, literature, or other fields. Some sections of this course will extend for one semester, and some for two semesters. Graded on a satisfactory/unsatisfactory basis.

### **FOC 201, FOC 202, FYS 201, FYS 202. Team Teaching for Critical Thinking ..... 1 hour**

This class is for upper-class student mentors who assist faculty instructors in planning and teaching the special topics sessions of Fresh Focus, First-Year Seminar 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 or First-Year Seminar section and assist with the advising of freshmen throughout their first year. No more than four semester hours earned in this course are permitted to count toward graduation. Graded on a satisfactory/unsatisfactory basis. Prerequisite: permission of the instructor.

## Co-Curricular “Petrel Points” Initiative

---

Effective fall 2007, all students who enter Oglethorpe’s traditional undergraduate program as first-time freshmen are required to participate in a campus-wide co-curricular program which involves accruing a total of 12 “Petrel Points.” A first-time freshman is defined as a student who has never before been enrolled at any college or university, except in a joint enrollment program prior to high school graduation. First-time freshmen may have accumulated a considerable number of hours of college credit via AP, CLEP and IB test scores, joint enrollment programs, and by other similar means. But a first-time freshman will not have earned any college credits by virtue of having previously been enrolled at any post-secondary institution (except in a joint enrollment venture, as described above). First-time freshmen also do not include those who are at Oglethorpe for only a single semester or year as foreign exchange students, Rotary Scholars, etc. The 12 Petrel Points required of first-time freshmen must be distributed across the following categories and must be completed during the student’s first two regular semesters in residence at Oglethorpe:

### 1. Arts, Education and Ideas (6 points)

Arts, Education and Ideas includes all events listed on the University’s “Arts, Education and Ideas at Oglethorpe University” (aeiOU) calendar, and nearly all other cultural and academic events on campus, such as lectures, film series, concerts, exhibitions and special programs at the Oglethorpe University Museum of Art, theatrical productions and the like.

### 2. Civic Engagement (4 points)

Civic Engagement includes most events sponsored by the Oglethorpe Center for Civic Engagement, both on- and off-campus, such as service days, Hands On Atlanta Day, alternative winter and spring breaks, campus-wide recycling and planting and maintaining the community garden. Participation in OUR Atlanta trips with a First-Year Seminar or Fresh Focus class also will count toward this category. Some events, such as the alternative winter and spring breaks, will count as 4 points.

### 3. Campus Leadership and Citizenship (2 points)

Campus Leadership and Citizenship encompasses a broad range of activities, including attending Boar’s Head, The Symposium in the Liberal Arts and Sciences, Oglethorpe Day, Honors and Awards Convocation and Commencement; holding a student government office or an office in an officially sanctioned campus organization; starting a student club; planning campus events; membership on an athletic team; active participation in campus organizations devoted to performance activities or artistic endeavors (Oglethorpe Singers, Chorale, Oglethorpe Winds, pep band, involvement in a play, exhibiting photographs, paintings, drawings or other artworks, etc.); participation in Student Affairs activities; attending Career Fairs; and acting as an overnight host for prospective students. Submissions to The Yamacraw (yearbook), The Tower (literary magazine) and The Stormy Petrel (newspaper) will also count (4 submissions will count as 1 point).

A constantly updated list of events pre-approved for Petrel Points is maintained on the Petrel Points section of the PetrelNet. Students should consult this list frequently. Each first-time freshman who enters Oglethorpe’s traditional undergraduate program during the fall semester, 2007, or thereafter must complete the entire 12 Petrel Points program, being certain to satisfy the 6-4-2 distribution requirement outlined above,

and also being certain to complete the program during the student's first two regular semesters in residence. All other students are exempt from the Petrel Points requirement. Updates on progress toward meeting this requirement will be available through each student's individual OASIS account. Students who meet this requirement by the end of their first two regular semesters in residence receive the privilege of registering for their fourth and subsequent semesters at Oglethorpe on the day appropriate to their academic rank (sophomore, junior, senior). Those who have not met their Petrel Points obligation will be made to register with freshmen until the obligation has been entirely satisfied. No student who first enters Oglethorpe in the fall, 2008, or thereafter and who is subject to the Petrel Points requirement will be permitted to graduate until this requirement is met in its entirety.

## **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 phase provides the option of one-semester hour seminars (HON 101), graded on a satisfactory/unsatisfactory basis specifically designed for first year students who might be interested in joining the Honors Program. The seminar introduces exceptional students to the Honors Program and the practice of collaborative learning before the student officially applies for membership in the Honors Program.

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. 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 two-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 two semester hours of 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 and Sciences. The final draft of the thesis is presented to the reading committee at least one week prior to the end of classes, and at the reading committee's discretion the student will be asked to make a formal defense of the thesis. 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.

**HON 101. Introduction to Honors ..... 1 hour**

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

Year	Fall Semester	Spring Semester
Freshman	Recruitment/Application. Social activities and informational activities. Graded S/U. HON 101. Introduction to Honors ..... 1 hour	Seminar led by two faculty from disparate disciplines. Graded A-F. Prerequisite: permission of honors program director. HON 201. Honors Seminar 1 hour
Sophomore	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar..... 1 hour	Seminar led by two faculty from disparate disciplines. Graded A-F. HON 201. Honors Seminar..... 1 hour
Junior	Development of Honors Project prospectus and reading list. Initial reading. Attend research skills sessions. Graded S/U. HON 301. Honors I..... 1 hour	Refinement of prospectus. Honors project research. Prospectus must be approved by select faculty to continue. Graded S/U. HON 302. Honors II..... 1 hour
Senior	Project research and preparation of initial draft of thesis. Critique by reading committee. Graded A-F. HON 401. Honors III.....2 hours	Preparation of final draft of thesis. Defense. Presentation of Honors work. HON 402. Honors IV.....2 hours

**HON 201. Honors Seminar ..... 1 hour**

This seminar, led by faculty members from two substantively and conceptually different disciplines, considers a question, problem, proposition, text, period of time, project, etc. The seminar focuses on student research, writing and presentations and emphasizes an interdisciplinary approach. Seminars have included: Science and History in Speculative Fiction, Engaging Narratives, Microfinance and the Poor, World Cinema, Photographs and Narrative Fiction, Fun and Serious Math, Self Reference - Artificial Intelligence, Literature and Society, and Globalization. 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 I..... 1 hour**

In this course, with the aid of a faculty supervisor, the student selects and begins to research a thesis topic. A preliminary prospectus is developed along with a reading list. The student attends a series of research skills sessions. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the 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 II..... 1 hour**

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

**HON 401. Honors III ..... 2 hours**

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

**HON 402. Honors IV** ..... 2 hours  
Revisions are made and a final draft of the thesis is submitted to the student's reading committee. A formal defense of the thesis may be scheduled. An appropriate oral presentation of the honors work also will be required in an academic setting. Prerequisite: Minimum grade of "C" in HON 401. Grade of "I" for HON 401 is not acceptable.

## **Sophomore Opportunities**

---

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 eight-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 Transitions**..... 1 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.

## **Center for Civic Engagement and Courses**

---

The Center for Civic Engagement (CCE) was created in the fall of 2006 to expand, enhance and promote faculty, staff and student connections with the City of Atlanta through service-learning courses, internships, leadership and community outreach. The CCE has four key focus areas: education, environmental stewardship, health and wellness, homelessness and hunger. Programs include four annual service days: orientation day (August); Hands On Atlanta day (October); Martin L. King, Jr. day (January); and Oglethorpe University day of service (April); alternative winter and spring break trips; education partnerships with Charles R. Drew Charter School, Walter L. Parks Middle School, PATH Academy and South Atlanta School of Law and Social Justice; collaborations with the Rich Foundation Urban Leadership Program, SENCER faculty (Science Education for New Civic Engagements and Responsibilities),

the Urban Ecology Program, and the Oglethorpe Women's Network. The OUR Atlanta program provides opportunities for CCE staff to work closely with First-Year Seminar and Fresh Focus faculty to plan co-curricular field trips and activities related to courses. Two different kinds of courses are included in each semester's course schedule.

**Service learning courses** integrate the concepts of the course with service in the community. Service learning activities may consist of direct services to clients of organizations that provide public service, research, policy analysis, education or outreach. These courses have a reflective component in which students use journals and projects to ensure that they synthesize their community experiences with their academic material. This typically involves approximately 25 hours of service over the semester.

**Atlanta in the Classroom courses** have a component that involves the city of Atlanta in some way. Visiting speakers may talk about leadership, politics, the environment or business, or, the class may take a trip off-campus to visit a cultural center, a nature preserve, a historic site, corporate headquarters, a museum or a session of the state legislature.

## **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 while adjusting 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, operates on a drop-in basis and is located on the second floor of the Weltner Library in the Gabbard Room. It is typically open Monday through Thursday from 10:00 a.m. to 8:00 p.m. and on Sunday from 4:00 p.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**

---

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

Oglethorpe will attempt to provide persons with disabilities an equal opportunity to participate in and benefit from programs and services as afforded to other individuals. This is accomplished in the most integrated setting appropriate based on 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 with the maximum extent feasible. Oglethorpe will make available auxiliary aids and services, as appropriate and as required 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 with a disability or 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 documented disabilities. The LRC program ensures that these students have an opportunity to participate as fully as possible 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 LRC services are provided appropriate accommodations and academic adjustments. Students without documented disabilities who are experiencing learning difficulties may contact the LRC for assistance in skill acquisition, skill building, workshops and seminars as offered and as appropriate.

The LRC is located in the Weltner Library 24-Hour Room. The director of the LRC acts as liaison and referral agent between the student with a disability and faculty or staff members and other appropriate campus programs and services. For additional information visit [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: LRC).

### **Course Substitutions**

Requests for course substitutions or possible foreign language exemption for students with documented disabilities are handled on a case-by-case basis. The director of the LRC will present the student's written request and rationale to the Academic Program Committee. The petition should state the specific accommodation requested and a rationale for it. The petition must be presented to the committee no later than the last regular meeting of the semester prior to when the course would be taken.

## **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, Centers for Disease Control and Prevention, PricewaterhouseCoopers, High Museum of Art, CNN, Japan-America Society of Georgia, Georgia Shakespeare, 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. Supervision must be provided by a full-time faculty member teaching within the division and subject area from which the student is seeking academic credit. Faculty members who hold specialized credentials or have specific knowledge of a subject area outside the scope of their teaching responsibilities may provide supervision with the written permission of the appropriate department (or division chair). 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.

## **Dual Degree Programs**

---

Oglethorpe University has established agreements with several universities whereby an undergraduate student will attend Oglethorpe for approximately three academic years, the partner school for approximately two academic years and after successfully completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Oglethorpe and a bachelor's degree from the partner school. Such dual degrees are offered in engineering, environmental studies and in international partner programs. Details for each of these may be found under the respective headings in the Programs of Study section of this *Bulletin*.

In addition to meeting program-specific requirements, a student in a dual degree program who is attending a partner school is required to verify his or her enrollment status each semester and submit an official transcript at the end of each semester to Oglethorpe to ensure good academic standing and satisfactory progression toward graduation. All work will be placed on the student's transcript and the appropriate courses and grades will be accepted toward meeting Oglethorpe's graduation requirements.

## **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 del Belgrano
	Buenos Aires	Universidad del Salvador
Austria	Wiener Neustadt	FachHohschule Wiener Neustadt
Belgium	Brussels	Vesalius College
Brazil	Juiz de Fora	Universidade Federal de Juiz de For a
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
Iceland	Borgarnes	Bifröst University
Japan	Hokkaido	Otaru University of Commerce YOUC Program
	Tokyo	Seigakuin University
Mexico	Guadalajara	Instituto Tecnológico y de Estudios Superiores de Occidente
	Álvaro Obregón	Universidad Anáhuac del Sur, S.C.
Monaco		International University of Monaco
Netherlands	The Hague	Haagse Hogeschool
Russia	Moscow	Moscow State Linguistics: University of Russia
Spain	Madrid	Universidad Francsico De Vitoria
Turkey	Istanbul	Bahçesehir University

### **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, civic engagement and serving – learning experiences. Students admitted to the Rich Foundation Urban Leadership Program must maintain a grade point average of 2.5 or higher.

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

**POL 490. Advanced Special Topics in Politics:**

**Moral and Political Leadership..... 4 hours**

The purpose of this course is to provide students with a variety of models, skill sets and tools to become effective leaders on the both a personal and global level. As such, the course employs a host of leaders as well as leadership theories as a means of providing practical, real world, examples of the benefits, responsibilities and challenges of moral and political leadership. Prerequisite: Permission of the instructor.

**ULP 200. Independent Study in Urban Leadership..... 1 – 4 hours**

Supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or designated associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Records, Regulations and Policies section of this *Bulletin*.

**ULP 303. The New American City ..... 4 hours**

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, 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 Practice ..... 4 hours**

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

**Urban Leadership Elective ..... 4 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 in population size and spatial extent. This growth often degrades natural resources, degrades public health 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 systems that drive urban expansion. To produce scientists and managers that will effectively manage 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 other than Urban Ecology and The New American City must be approved by the program director. Participating students must earn a grade of "C-" or higher in Urban Ecology, The New American City and the elective course.

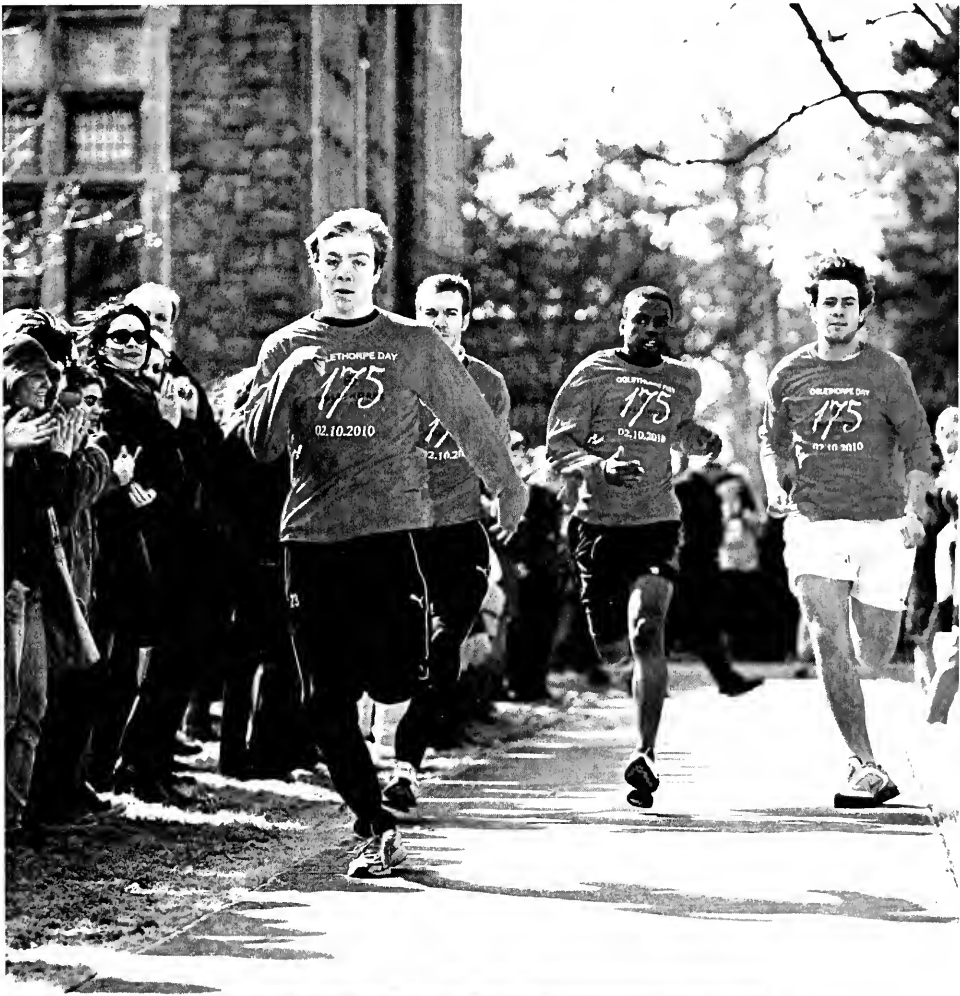
1. UEP/BIO 320. Urban Ecology
2. ULP 303. The New American City (above)
3. A 4-semester hour, off-campus internship supervised by the program director or an independent study approved by the program director. The independent study would require original research, would be similar to a written honors 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 380. Conservation Biology
  - ECO 325. Environmental Economics
  - ENG 393. 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 290. Special Topics in Urban Ecology ..... 1 – 5 hours**  
 An intense study of diverse topics is offered under the direct supervision of a biology faculty member. Prerequisite: See individual course listing in the current semester class schedule.

**UEP 320. Urban Ecology ..... 5 hours**  
 The science of urban ecology is more than the study of ecology in urban landscapes. It is the integration of natural and social sciences for greater understanding of the emergent phenomena that we call cities. This course describes the state of urban ecological knowledge and best practices for promoting and implementing sustainable development using lectures, readings, discussions, guest speakers, research and laboratories. Most laboratories involve travel to many sites around Atlanta. This course is also cross listed as BIO 320. Prerequisite: A grade of "C-" or higher in COR 102 or permission of the instructor.

**UEP 490. Advanced Special Topics in Urban Ecology ..... 1 – 5 hours**  
 Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current course schedule.

# THE CORE CURRICULUM



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## 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. Additionally, any student with clear documentation and rationale for exemption due to a learning disability should notify the Director of Learning Resources either before admission or during the first semester at Oglethorpe.) 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, II..... 4 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 Tzu, Nietzsche and Toni Morrison.

## **COR 103. Music and Culture ..... 4 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 Culture ..... 4 hours**

Through the study of art this course will help students understand the basic chronology of Western culture, lay the groundwork for broad cultural literacy and look at how art reflects the human condition. The course explores content, formal elements and historical context of the art of Western and non-Western cultures from ancient to modern times. Four basic themes will prevail: Art and Religion, Art and Power, Art and Nature and Art and the Personal.

## **COR 201, COR 202. Human Nature and the Social Order I, II..... 4 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 Mathematics ..... 4 hours**

This course explores major modern mathematical developments and helps students to understand and appreciate the unique approach to knowledge employed by mathematics. The course is organized around three major mathematical ideas that have emerged since the time of Sir Isaac Newton. These three ideas may be drawn from: game theory, graph theory, knot theory, logic, mathematics of finance, modern algebra, non-Euclidean geometry, number theory, probability, set theory and the different sizes

of infinity, and topology. Students will learn how to solve basic problems in the three areas covered in the course and how to present their solutions concisely, coherently, and rigorously.

### **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 Sciences ..... 4 hours**

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

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

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

### **Core Equivalencies for Transfer Students**

Core credits and transfer equivalencies for transfer students are reviewed by the Core Curriculum Committee and the core director and determined by two things: a student's specific course work and the total semester hours transferred in by the student. The acceptance of specific transfer credits based on total semester hours transferred is designed to assure that students transferring credit are not placed at a disadvantage with respect to the aims, content or skill development emphasized in the Core Curriculum. This guideline will be used by the registrar to evaluate and award equivalency for core classes where appropriate. If questions of equivalencies arise, the registrar will seek advice from the core director and faculty members of the appropriate disciplines.

<b>Transfer Hours</b>	<b>Course Credits from Previous Colleges</b>	<b>Core Equivalents</b>
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

No core equivalency is allowed for Advanced Placement or College Level Examination Program course work. When core equivalency is denied, an appropriately transferred course is awarded Oglethorpe credit in accord with standard practices in the general policy on awarding transfer credit.

**\* 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



MAKE A LIFE. MAKE A LIVING. MAKE A DIFFERENCE.

## 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 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 will include a range of 32 to 72 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 Partner – Dual Degree – Seigakuin University in Japan
- International Partner – Dual Degree – Université Catholique de Lille in France
- International Studies
- Philosophy
- Politics
- 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  
Psychology

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

## **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 101.	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.

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 200. Independent Study in Accounting ..... 1-4 hours**  
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the 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 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 290. Special Topics in Accounting ..... 4 hours**  
An intense study of diverse accounting topics under the direct supervision of an accounting faculty member. Prerequisite: See individual course listing in the current semester course schedule.

**ACC 332. Intermediate Accounting I ..... 4 hours**  
This course covers financial accounting topics at an intermediate level. The topics covered are similar to Financial Accounting but in greater depth. The standards promulgated by the Financial Accounting Standards Board are considered and evaluated. The theoretical foundations of accounting are emphasized. Prerequisite: ACC 231.

**ACC 333. Intermediate Accounting II ..... 4 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 Accounting ..... 4 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: Individuals ..... 4 hours**

This course provides an overview of the federal income tax system primarily as it relates to individuals. The study of the federal tax law provides the necessary tax background for a variety of accounting, financial and managerial careers. Prerequisite: ACC 231.

**ACC 336. Income Tax Accounting: Corporations, Partnerships, Estates and Trusts ..... 4 hours**

This course is a study of the federal income tax laws and related accounting problems of corporations and partnerships, with some consideration of estates and trusts. Consideration will be given to the role of taxation in business planning and decision making and the interrelationships and differences between financial accounting and tax accounting. Prerequisite: ACC 335.

**ACC 400. Advanced Independent Study in Accounting ..... 1-4 hours**

This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**ACC 434. Internship in Accounting ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at 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, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**ACC 435. Advanced Accounting ..... 4 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 Systems ..... 4 hours**

This course is an in-depth study of the application of information systems concepts to the accounting environment. Emphasis is on the processing of data in a computerized

environment as well as the controls that are necessary to assure accuracy and reliability of the data processed by an accounting system. Practical implications of accounting information system design and implementation will be investigated through the use of cases and projects. Prerequisites: ACC 231 and CSC 101.

**ACC 437. Auditing ..... 4 hours**

This course is a study of auditing standards and procedures, including the use of statistical and other quantitative techniques and preparation of audit working papers, reports and financial statements. Emphasis is placed upon the 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 Theory ..... 4 hours**

This course covers the principles and concepts of accounting at an advanced theoretical level. The emphasis is on critical analysis of the ideas on which accounting practice is based along with an appreciation for the intellectual foundations for those ideas. Prerequisite: ACC 333.

**ACC 490. Advanced Special Topics in Accounting ..... 4 hours**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

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

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 393. Special Topics in Literature and Culture: Literature in the 1920s
- ENG 394. Special Topics in Major British and American Authors
- HIS 431. History of United States Foreign Relations
- POL 201. Constitutional Law
- POL 302. American Political Parties
- POL 303. Congress and the Presidency
- POL 304. African-American Politics
- POL 311. United States Foreign Policy
- SOC 201. The Family
- ULP 303. The New American City

### **Minor**

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 326. United States Economic History
- ENG 303. American Poetry
- HIS 130. United States History to 1865
- HIS 330. Between World Wars: The United States, 1920-1945
- HIS 331. The Age of Affluence: The United States Since 1945

## **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. Students are encouraged to take Art and Culture prior to taking upper-level art history courses, but it is not 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.

- ART 105. Video Production
  - ART 205. Documentary Filmmaking
  - CRS 101. Theories of Communication and Rhetoric
  - CRS 420. Media, Culture and Society
  - ENG 101. Ancient Literature
  - ENG 102. Medieval and Renaissance Literature
  - ENG 201. Ancient Greece
  - HIS 301. History of Christianity
  - INT 290. Special Topics in Interdisciplinary Studies: Sex and Gender in Cinema\*
  - INT 290. Special Topics in Interdisciplinary Studies: Art of the Film I, II\*
  - PHI 207. Aesthetics
  - SOC 305. Film and Society
  - WGS 280. Gender, Culture, and Communication
- 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 Drawing..... 4 hours**

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

**ART 102. Introduction to Painting ..... 4 hours**

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

**ART 103. Introduction to Figure Sculpture ..... 4 hours**

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

**ART 104. Introduction to Printmaking..... 4 hours**

Introduction to Printmaking is an introductory-level studio course that will use the medium of printmaking as a vehicle for exploring visual language. Students will undertake formal and thematic design problems via the mediums of relief, dry point and lithographic printmaking approaches. Offered every spring. Lab fee.

**ART 105. Video Production ..... 4 hours**

This course will introduce students to the techniques and tools of basic video production. Students will learn to think visually and consider lighting, color, composition and movement as they relate to production. The importance of sound and how the audible and the visual components support and complement each other will be considered. Students will have the opportunity to work with video editing software. This course is also cross listed as CRS 115.

**ART 109. Introduction to Photography ..... 4 hours**

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

**ART 110. Ways of Seeing..... 4 hours**

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

**ART 111. Anatomy For the Artist and Figure Drawing ..... 4 hours**

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

**ART 115. Introduction to Digital Photography ..... 4 hours**

This course is an introductory-level studio course which will approach digital photography as a fine art medium. The course will teach technical proficiency with digital cameras and Adobe Photoshop; expose students to traditional and digital photography via lectures, gallery/museum trips and research; and explore visual expression of ideas through the use of the photographic digital medium with a conceptual emphasis. No prior experience with photography, Adobe Photoshop or with digital cameras is required. Students may use either a digital or regular 35mm camera. Offered every spring. Lab fee.

**ART 200. Independent Study in Art History ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**ART 201. Intermediate Drawing..... 4 hours**

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

**ART 202. Intermediate Painting ..... 4 hours**

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

**ART 203. Intermediate Figure Sculpture ..... 4 hours**

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

**ART 204. Intermediate Printmaking..... 4 hours**

Intermediate Printmaking is an intermediate-level studio course which will build upon printmaking approaches studied in Introduction to Printmaking. It will explore new vocabularies, including monotype, reverse relief, chin collé, photocopy lithography and collograph. Students will work in series format exploring advanced themes and design problems. Offered every spring. Prerequisite: ART 104. Lab fee.

**ART 205. Documentary Filmmaking..... 4 hours**

This course covers the theory and practice of planning and executing public affairs, informational and cultural documentary programs. Students will be introduced to short-form and long-form documentaries, emphasizing the technical and aesthetic aspects of documentary filmmaking using video production techniques. Production projects will be geared toward the development of proficiency in documentary planning, writing,

production and post-production. Students will produce short documentaries using a combination of personal cameras and broadcast quality cameras and digital editing equipment. This course is also cross listed as CRS 215. Prerequisite: CRS 115 or ART 105, or permission of the instructor.

**ART 208. Independent Study in Studio Art ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**ART 260. Ancient Art History ..... 4 hours**

This course will cover the art and archaeology of the area around the Mediterranean Sea before the fall of Rome, commonly called the "ancient world." The course will examine the mythology and religion of each culture, using primary sources such as artifacts and ancient literature. Cultures covered will include Mesopotamia, Egypt, Bronze Age Crete, Greece and Rome. It is recommended that students take COR 104 before taking this course.

**ART 290. Special Topics in Studio Art ..... 4 hours**

Studio exercises, in-studio lectures, outside assignments and critiques are designed to develop a basic understanding of various media, including printmaking and various specialties of artists-in-residence. Prerequisite: See individual course listing in the current semester course schedule.

**ART 291. Special Topics in Art History ..... 4 hours**

An in-depth analysis of specific historical art periods will stress how major artists and trends were influenced by their times. Discussion of important events and ideas of significant individuals of the period will serve to provide the necessary background for a thorough comprehension of social and intellectual sources of art. It is recommended that students take COR 104 before taking this course.

**ART 300. Italian Renaissance Art History ..... 4 hours**

This course explores the paintings, sculpture and architecture of Italy from 1300 to 1650. Chronological in format, this course enables students to analyze and understand the principle styles, methods and contexts of Italian art and its intrinsic value in the study of European art. It is recommended that students take COR 104 before taking this course.

**ART 302. Advanced Painting ..... 4 hours**

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

**ART 310. Northern Renaissance and Baroque Art History ..... 4 hours**

This course will cover the art of Northern Europe from the late Gothic through the Baroque period (the late 14th to the end of the 17th century). A range of media and styles will be explored such as illuminated manuscripts, architecture, printmaking and painting, including the work of Durer, Rembrandt and Vermeer. It is recommended that students take COR 104 before taking this course.



**ART 320. 18th and 19th Century European Art History ..... 4 hours**

This course focuses on the major artists and movements of the 18th and 19th centuries in Europe, beginning with the late Baroque and progressing through the Rococo, the Neoclassical, Romantic, Realist, Impressionist and the Pre-Raphaelite, as well as Expressionism and Art Nouveau Movements. Students will analyze the major paintings, architecture and sculpture of each period as reflections of the political, social and religious realities of the time. It is recommended that students take COR 104 before taking this course.

**ART 330. Far Eastern Art History – India, China, Tibet and Japan ..... 4 hours**

This course will explore the paintings, sculpture and architecture of India, China, Tibet, Japan and other Eastern cultures. Chronological in format, this course will enable students to analyze and understand principle styles, methods and cultural contexts of Eastern art. This course will compare and contrast Eastern and Western approaches and attitudes toward art. It is recommended that students take COR 104 before taking this course.

**ART 340. The Art of the Americas, Africa, Oceania and Others ..... 4 hours**

This course will look at how non-western and often pre-technological people around the world use visual arts. How does their art express what is important to them? What does it share with Western art? Some anthropology findings and the idea of “the primitive” will be explored. Both living and extinct cultures will be studied. It is recommended that students take COR 104 before taking this course.

**ART 350. Modern Art History ..... 4 hours**

This course will examine major movements in the visual arts from the end of the 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. It is recommended that students take COR 104 before taking this course.

**ART 400. Advanced Independent Study in Art History ..... 1-4 hours**

Supervised research on a selected topic in art history. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the 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 408. Advanced Independent Study in Studio Art ..... 1-4 hours**

Supervised studio art on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the 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 Art ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the High Museum of Art, Atlanta Contem-

porary Art Center, Atlanta International Museum and Vespermann Gallery. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by Experiential Education Committee.

**ART 490. Advanced Special Topics in Studio ..... 4 hours**  
This is an advanced level of Special Topics in Studio such as sculpture, photography, drawing, printmaking, etc. Prerequisite: ART 290.

**ART 491. Advanced Special Topics in Art History ..... 4 hours**  
Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

## **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) personnel 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
  - CSC 101. 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 462. Recruitment and Selection
- 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, discussion, exploration of the primary literature, writings, oral presentations, research, and field and laboratory exercises. The program supplies the appropriate background for employment in research institutions, non-government and government institutions and industry; the curriculum also 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. The biology major requires many of the classes necessary for entry to these training programs, but it does not ensure admission to these schools.

Students who meet the mathematics pre-requisites are urged to register for science courses in their first semester. Students needing additional math preparation must begin science courses in their second year to graduate within four years. Because many courses are not offered every year, the major cannot be completed in two years.

Students who are interested in medical illustration are encouraged to consider the Scientific Illustration Tracks that are offered within the art major.

### **Major**

There are three requirements for a Bachelor of Science degree with a major in biology.

1. A grade of "C-" or better in each of the following courses:

- BIO 101. General Biology I
- BIO 102. General Biology II
- BIO 201. Genetics
- BIO 251. Biology Seminar I: Oral Presentations
- BIO 252. Biology Seminar II: Biological Literature
- CHM 101. General Chemistry I (and laboratory)
- CHM 102. General Chemistry II (and laboratory)
- CHM 201. Organic Chemistry I (and laboratory)
- MAT 111. Statistics
- PHY 101. General Physics I (and laboratory) **or**
- PHY 102. General Physics II (and laboratory)

2. Credit for two electives from each of the following four categories (A-D; total of eight electives):

A	B
BIO 290. Special Topics in Biology: Cancer Biology BIO 313. Developmental Biology BIO 418. Cell Biology	BIO 202. Microbiology BIO 317. Biochemistry BIO 326. Vascular Plants BIO 414. Molecular Biology and Biotechnology
C	D
BIO 215. Animal Behavior BIO 301. Comparative Vertebrate Anatomy BIO 402. Human Physiology	BIO 280. Conservation Biology in Hawaii BIO 320. Urban Ecology BIO 380. Conservation Biology BIO 423. Ecology

3. A cumulative grade point average of 2.0 or higher for all courses required for the major.

### Minor

The requirements for a minor in biology are General Biology I and II, Genetics and one additional five semester-hour elective (see table above). 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).

### Mathematics Prerequisites

All 100-level introductory science courses (BIO 101 General Biology I, CHM 101 General Chemistry I, CHM 101L General Chemistry Laboratory I, PHY 101 General Physics I and PHY 101L Introductory Physics Laboratory I) 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; or
2. By achieving a score of 550 or higher on the Mathematics Section of the SAT (the College Entrance Examination Board's Scholastic Assessment Test) or a score of 22 or higher on the Mathematics Section of the ACT (the American College Testing Program Assessment); or
3. By earning a grade of "C-" or higher in MAT 103 Precalculus or MAT 131 Calculus I at Oglethorpe University (or the equivalent course at a college or university; high school precalculus and high school calculus do NOT fulfill the prerequisite). PHY 201 College Physics I has MAT 131 Calculus I as a pre- or co-requisite, meaning that MAT 131 must be taken simultaneously with PHY 201 if MAT 131 has not been completed earlier.

### BIO 101. General Biology I ..... 5 hours

General Biology I, along with General Biology II, is an introduction to modern biology and considers the principles of the biological sciences from an integrated viewpoint. The general orientation of this course is toward the molecular and cellular basis of life. The specific topics covered are biochemistry, cell biology, genetics and evolution. Lecture and laboratory. Prerequisites: Completion of the mathematics requirement

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 and biopsychology must earn a grade of “C-” or higher in BIO 101 before enrolling in BIO 102 or any other biology course.

**BIO 102. General Biology II ..... 5 hours**  
General Biology II, along with General Biology I, is an introduction to modern biology and considers the principles of the biological sciences from an integrated viewpoint. The general orientation of this course is toward biological scales larger than the cell. Special topics covered include phylogeny, anatomy, physiology and ecology of plants and animals. Lecture and laboratory. Prerequisites: Completion of the mathematics requirement 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 and biopsychology must earn a grade of “C-” or higher in BIO 101 before taking BIO 102 and must earn a grade of “C-” or higher in BIO 102 before enrolling in any other biology courses.

**BIO 200. Independent Study in Biology ..... 1-5 hours**  
This course is supervised research in the primary literature. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s adviser, the provost or associate provost and a grade of “C-” or higher in BIO 101 and BIO 102. The completed application must be submitted to the registrar’s office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**BIO 201. Genetics ..... 5 hours**  
An introduction to the study of inheritance. Classical patterns of Mendelian inheritance are explored and related to modern molecular genetics, human genetic disorders, ethics and issues of conservation. Lecture and laboratory. Prerequisites: BIO 102 and CHM 102 (with laboratory); prerequisites or corequisites: CHM 201 (with laboratory) and MAT 111. A grade of “C-” or higher must be earned in each of the prerequisite courses.

**BIO 202. Microbiology ..... 5 hours**  
An introduction to the biology of viruses, archaea, bacteria, algae and fungi. Consideration is given to phylogenetic relationships, taxonomy, physiology and economic or pathogenic significance of each group. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 (with laboratory) with a grade of “C-” or higher in each course.

**BIO 215. Animal Behavior ..... 5 hours**  
This course considers the function, development and evolution of animal behavior, including the physical and physiological bases of behavior, behavioral genetics, social behavior and behavioral ecology. The laboratory component applies the issues addressed in lecture in a hands-on interactive and field-oriented setting. An integrated 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 251. Biology Seminar I: Oral Presentations ..... 1 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 (with laboratory); recommended for students with junior or senior standing.

**BIO 252. Biology Seminar II: Biological Literature ..... 1 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 (with laboratory); recommended for students with sophomore or junior standing.

**BIO 280. Conservation Biology in Hawaii ..... 4 hours**

This course complements Conservation Biology by focusing on the rare and unique biodiversity of the Hawaiian Islands. It moves quickly from the basic goals and methods of Conservation Biology to their application to specific populations of terrestrial and marine species. The course is comprised of approximately four to five lectures/discussion during the fall semester, a 13-day trip to Hawaii between semesters, and a research paper to be completed during the spring semester. Prerequisites: Must be biology major, junior or senior standing and permission of the instructor. Seats in this class are limited. Students with the prerequisites and a “C-” or better in BIO 380 or BIO 423 may be granted permission to register before others.

**BIO 290. Special Topics in Biology ..... 1-5 hours**

This course includes offerings of new courses and seminars and one-time courses and seminars on select biological topics. Prerequisite: See individual course listing in the current semester course schedule.

**BIO 301. Comparative Vertebrate Anatomy ..... 5 hours**

This course is an intensive study of the structural aspects of selected vertebrate types. These organisms are studied in relation to their evolution and development. The laboratory involves detailed examination of representative vertebrate specimens. Prerequisites: BIO 102, BIO 201, CHM 201 (with laboratory). Junior or senior standing and coregistration in BIO 201 and CHM 201(with laboratory) may be acceptable with the permission of the instructor. A grade of “C-” or higher must be earned in each of the prerequisite courses.

**BIO 313. Developmental Biology ..... 5 hours**

This course deals with the dynamic developmental processes in animals that start at fertilization and continue through to the formation of an adult organism. Classical observations in embryology are combined with genetic, cellular and molecular practices to provide a comprehensive understanding of fundamental themes and pathways enabled during development. Course work will allow for students to extrapolate from various development models to the human condition. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates will be studied using both classical and molecular approaches. Prerequisites: BIO 102, CHM 201 (with laboratory) with a grade of “C-” or higher in each course.

**BIO 317. Biochemistry ..... 5 hours**

As an introduction to the chemistry of living systems, this course will investigate the structures and functions of proteins, lipids and carbohydrates. Central metabolic pathways and enzyme reaction mechanisms also will be studied. Lecture and laboratory. Prerequisites: BIO 102, CHM 201 (with laboratory) with a grade of “C-” or higher in each course; recommended prerequisite: CHM 310.

**BIO 320. Urban Ecology..... 5 hours**

The science of urban ecology is more than the study of ecology in urban landscapes. It is the integration of natural and social sciences for greater understanding of the emergent phenomena that we call cities. This course describes the state of urban ecological knowledge and best practices for promoting and implementing sustainable development using lectures, readings, discussions, guest speakers, research and laboratories. Most laboratories involve travel to many sites around Atlanta. This course is also cross listed as UEP 320. Prerequisite: A grade of "C-" or higher in COR 102 or permission of the instructor.

**BIO 326. Vascular Plants..... 5 hours**

The biology of vascular plants is considered at levels of organization ranging from the molecular through the ecological. Studies of anatomy and morphology are pursued in the laboratory and an independent project concerning plant hormones is required. Prerequisites: BIO 202, CHM 201 (with laboratory). A grade of "C-" or higher must be earned in each of the prerequisite courses.

**BIO 380. Conservation Biology..... 5 hours**

Conservation biology is an interdisciplinary science that attempts to protect and restore biodiversity by describing its spatial and temporal patterns, identifying its threats, and removing its threats. This course covers these goals, philosophies underlying the science, and relevant public policy with lectures, readings, exercises and research. Exercises and research typically involve travel around Atlanta and Georgia. Prerequisite: A grade of "C-" or higher in BIO 201, concurrent enrollment in BIO 201 or permission of the instructor.

**BIO 400. Advanced Independent Study in Biology..... 1-5 hours**

This course is supervised research on a selected project or paper with a student entering his or her final year of study in the major. To qualify, students must propose a topic that requires consultation and analysis of the primary scientific literature germane to the topic. Students enrolling in this course for more than 3 semester hours must propose original research that includes review of relevant primary literature, data collection in the field and/or lab, data analysis, and a formal research presentation. Prerequisite: 25 semester hours in biology, with a grade of "B-" or higher in each course; junior or senior standing and permission of the instructor. Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or designated associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**BIO 402. Human Physiology ..... 5 hours**

This course is a detailed analysis of human functions that deals primarily with the interactions involved in the operation of complex human systems. Lecture and laboratory. Prerequisites: BIO 201, CHM 201 (with laboratory). A grade of "C-" or higher must be earned in each of the prerequisite courses.

**BIO 414. Molecular Biology and Biotechnology ..... 5 hours**

This course is an introduction to the theory and practice of molecular bioscience. Topics covered include the principles and processes of molecular biology, DNA isolation and characterization, restriction enzyme analysis, cloning, construction and selection of recombinants made in vitro and preparation and analysis of gene libraries. Lecture and laboratory. Prerequisites: BIO 202, CHM 201, CHM 201L and BIO 317 with a grade of "C-" or higher in each course.

**BIO 416. Evolution ..... 4 hours**

This course covers the various biological disciplines and their meaning in an evolutionary context; also, a consideration of evolutionary mechanisms and the various theories concerning them. Prerequisites: A grade of “C-“ or higher in BIO 201, a declared biology major, and junior or senior standing.

**BIO 418. Cell Biology..... 5 hours**

This course is an in-dept consideration of cellular evolution, cellular ultrastructure and the molecular mechanisms of cell physiology. Students will practice techniques involving the culturing and preparation of cells and tissues for examination by fluorescence microscopy, biochemical analysis and cell behavioral assays. The course culminates with each student designing and executing an independent research project. Prerequisites: BIO 201, CHM201 (with laboratory) and one additional biology course at the 200 level or higher. A grade “C-“or higher must be earned in each of the prerequisite courses.

**BIO 423. Ecology..... 5 hours**

This course investigates the features of the environment that dictate where an organism lives and what density its population can achieve. It takes a quantitative approach and uses a variety of model organisms (for example, salamanders and students) in lecture and lab. Laboratories involve considerable fieldwork and travel to sites around Atlanta and the Southeast. Prerequisites: A grade of “C-“or higher in BIO 201, “C-“or higher in MAT 111, and junior or senior standing; or permission of the instructor.

**BIO 490. Advanced Special Topics in Biology..... 1-5 hours**

This course includes offerings of advanced, new courses and seminars and advanced, one-time courses and seminars on select biological topics. Prerequisites: junior or senior standing and any additional requirements listed in the current semester course schedule.

**BIO 495. Internship in Biology..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every earned hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work must total at least five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Blue Heron Nature Preserve, Centers for Disease Control and Prevention, Georgia Aquarium, local health care facilities, Upper Chattahoochee Riverkeeper, veterinary clinics, Yerkes Regional Primate Center, Zoo Atlanta, etc. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

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

---

The Bureau of Labor Statistics of the United States Department of Labor reports that about 11% of private sector workers are employed in health care establishments nationwide. The abundance of jobs in health care attracts many students who seek fulfilling careers. Students who plan to attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science and other such fields will enjoy both the satisfaction of helping people as well as the excitement of scientific advances in diagnosing and treating disease. The health care 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 professional certification through a master's or clinical doctoral degrees. Students interested in this option may find that one of the majors regularly offered at Oglethorpe (such as biology or biopsychology) fulfills the admission requirements for the health science program; alternatively, an individually planned major can be designed to meet the admission requirements. The third model, as exemplified at some colleges of nursing, allows students who already have a bachelor's degree to accelerate the completion of a second bachelor's degree (typically a Bachelor of Science in Nursing, B.S.N.) provided that certain specific courses are completed as part of the first degree.

A reliable source of information about the biomedical sciences and allied health fields is at the <http://www.explorehealthcareers.org> website.

## **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.

All psychology courses taken to complete the requirements of the biopsychology major (required courses or electives) must be taken in the traditional undergraduate (TU) program. Because courses offered in Oglethorpe's evening degree program (EDP) are 3 semester hours, and do not offer the same breadth or depth of courses offered in TU day program, these classes may not be used toward the fulfillment of the biopsychology major (B.S. degree). Exceptions to this rule will only be granted under special circumstances and with the approval of a biology or psychology faculty member.

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 mathematics requirement: 1) by achieving a score of 2, 3, 4 or 5 on the Advanced Placement Calculus AB or BC Examination; or 2) by achieving a score of 550 or higher on the Mathematics Section of the SAT (the College Entrance Examination Board's Scholastic Assessment Test) or a score of 22 or higher on the Mathematics Section of the ACT (the American College Testing Program Assessment); or 3) by completing Pre-calculus or Calculus I at Oglethorpe University (or the equivalent course at a college or university; high school precalculus and high school calculus do NOT fulfill the prerequisite) with a grade of "C-" or higher.

## 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 317.	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.	Introduction to Psychology
PSY 209.	Behavioral Neuroscience
PSY 301.	Research Methods

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 215.	Animal Behavior *
BIO 313.	Embryology
BIO 402.	Human Physiology
BIO 414.	Molecular Biology and Biotechnology
BIO 418.	Cell Biology
CHM 202, 202L.	Organic Chemistry II with laboratory
PSY 206.	Abnormal Psychology
PSY 302.	Advanced Experimental Psychology
PSY 308.	Sensation and Perception
PSY 310.	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 101. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics
- ECO 222. Intermediate Macroeconomics
- MAT 111. Statistics
- MAT 121. Applied Calculus

Finally, 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 I..... 4 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 II..... 4 hours**

This course is a study of partnerships, corporations, sales, bailments, security devices, property, bankruptcy and trade infringements. Prerequisite: BUS 110.

### **BUS 200. Independent Study in Business Administration ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s adviser and the provost or

associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**BUS 260. Principles of Management .....4 hours**

This course is an introduction to the principles of management and administration. It includes the study of leadership, conflict resolution, decision making and the general functions of management in large and small organizations. Students will use computers extensively to do active research and will learn spreadsheet and graphical tools to aid in the development of their decision-making skills.

**BUS 290. Special Topics in Business Administration .....4 hours**

An intense study of diverse business topics under the direct supervision of a business administration faculty member. Prerequisite: See individual course listing in the current semester course schedule.

**BUS 310. Corporate Finance .....4 hours**

This course is a study of the basic principles of organizational finance and its relation to other aspects of business management and to the economic environment within which the firm operates. Attention is given to basic financial concepts, techniques of financial analysis, sources of funding, asset management, capital budgeting, capital structure, cost of capital, time value of money and financial decision making under conditions of uncertainty. Prerequisites: ACC 231, ECO 121 and MAT 111.

**BUS 350. Marketing 4 hours**

This course is concerned with the policies and problems involved in the operation of market institutions. It will examine broad principles and concepts involved in the operation of market planning, market segmentation, consumer behavior, product management and pricing, distribution and promotion of goods and services. Aspects of global marketing, current marketing topics and ethical and social responsibility issues in marketing are addressed. 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 Communications .....4 hours**

Principles, concepts and practices relating to the various kinds of communications employed to disseminate information about products and services to potential buyers are topics in this course. Communication methods to be studied include advertising, personal selling, sales promotion and public relations. The behavioral aspects of both messages and media will be explored. Prerequisite: BUS 350.

**BUS 362. Human Resources Management .....4 hours**

In this course students will explore the perspectives and challenges of Human Resources Management (HRM) within the context of the emerging global economy. The class will look at traditional HRM topics such as selection and compensation and also at how students can manage their own human resource potential. Prerequisite: BUS 260.

**BUS 370. International Business..... 4 hours**

This course is designed to acquaint the student with the problems encountered in conducting business outside one's own country and to provide a basis for evaluating the impact on business activities of changing economic, political and cultural factors. Cases will be used throughout the course to give the student experience with the problems and advantages of doing business across national frontiers. A cultural diversity simulation game also will be used. Prerequisite: BUS 260.

**BUS 382. Management-Labor Relations ..... 4 hours**

This course will explore the dynamic relationship between management and organized labor. The major topics to be covered include the history of the American labor movement, labor legislation, collective bargaining, grievance procedures, arbitration and unionization in the public sector. Prerequisite: BUS 260.

**BUS 400. Advanced Independent Study in Business Administration ..... 1-4 hours**

Supervised research on a selected topic in business administration. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 410. Advanced Corporate Finance..... 4 hours**

As a continuation of Corporate Finance, topics in this course will include capital budgeting, intermediate and long-term funding, current asset management, working capital management and dividend policy. Case studies will be used to emphasize actual business situations and to focus on the comprehensive financial management of the firm. Prerequisite: BUS 310.

**BUS 411. Investments ..... 4 hours**

This course is an introduction to the environment in which investment decisions are made. Topics explored will include efficient markets, the capital asset pricing model, term structure of interest rates, risk versus return and performance measures. Although the emphasis will be on stocks and bonds, other investments will be discussed. Prerequisite: BUS 310.

**BUS 419. Management Science..... 4 hours**

This course is an introduction to operations research, model building, optimization, linear programming, inventory models and simulation. Major techniques and models of quantitative analysis as applied to business are studied. Prerequisites: CSC 101, MAT 111 and MAT 121.

**BUS 450. Consumer Behavior..... 4 hours**

This course is designed to develop and enhance an understanding of how and why individuals, groups and organizations select, secure, use and dispose of products and the impact this has on consumers and society. The course is interdisciplinary, drawing upon the fields of economics, marketing, psychology and sociology. Ethical, legal and international aspects of consumer behavior are explored in the course. Prerequisite: BUS 350.

**BUS 451. Direct and Interactive Marketing..... 4 hours**

This course is designed to introduce the student to the specialized field of interactive marketing which uses all media to 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 Research ..... 4 hours**

This course is designed to explore topics such as the types of research, the research process, research design, sampling procedures, data collection methods, data analysis and preparation and presentation of research findings. A research project and presentation of findings is usually required in the course. Prerequisites: BUS 350, CSC 101 or equivalent and MAT 111.

**BUS 461. Total Quality Management ..... 4 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 Selection ..... 4 hours**

This course will present the information needed to develop and implement an effective employee selection program. Topics include selection measures such as predictors (background information, interviews and tests), criteria (work sample data, personnel data, etc.), validity and reliability of measures, job analysis techniques and selection instruments including weighted application blanks, interviews, ability tests, personality assessment and the performance tests. Legal and ethical issues are discussed throughout. Prerequisite: BUS 362.

**BUS 469. Strategic Management ..... 4 hours**

This course is the capstone integration course for the business program. Students learn integrative thinking skills and strategic management tools through both the reading of conceptual work and the extensive use of the case studies. This course must be taken in residence in order to fulfill the requirements for a degree in this major. Prerequisites: BUS 260, BUS 310 and BUS 350.

**BUS 490. Advanced Special Topics in Business Administration ..... 4 hours**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**BUS 495. Internship in Business Administration ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at 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, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

## **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 Master of Science or Doctoral degrees. Those interested in professions such as medicine or dentistry would enter the appropriate professional school after receiving the Bachelor of Science degree. Lastly, the chemistry major is an excellent preparation for careers as diversified as patent law and teaching.

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 introductory science courses (BIO 101 General Biology I, CHM 101 General Chemistry I, CHM 101L General Chemistry Laboratory I, PHY 101 General Physics I and PHY 101L Introductory Physics Laboratory I) 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; or
2. By achieving a score of 550 or higher on the Mathematics Section of the SAT (the College Entrance Examination Board's Scholastic Assessment Test) or a score of 22 or higher on the Mathematics Section of the ACT (the American College Testing Program Assessment); or
3. By earning a grade of "C-" or higher in MAT 103 Precalculus or MAT 131 Calculus I at Oglethorpe University (or the equivalent course at a college or university; high school precalculus and high school calculus do NOT fulfill the prerequisite). PHY 201 College Physics I has MAT 131 Calculus I as a pre- or co-requisite, meaning that MAT 131 must be taken simultaneously with PHY 201 if MAT 131 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. General Chemistry I..... 4 hours**  
General Chemistry I is the first semester of a two-semester course sequence. This two-semester sequence is an introduction to the fundamental principles of chemistry, in-

cluding 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. Prerequisite: Completion of the mathematics requirement as described above. Corequisite: CHM 101L. A grade of "C-" or higher must be earned in CHM 101 before taking CHM 102.

**CHM 101L. General Chemistry Laboratory I.....1 hour**

The laboratory course is designed to complement General Chemistry I. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Corequisite: CHM 101.

**CHM 102. General Chemistry II.....4 hours**

General Chemistry II is the second semester of a two-semester course sequence. This two-semester sequence is an introduction to the fundamental principles of chemistry, including a study of the theories of the structure of atoms and molecules and the nature of the chemical bond; the properties of gases, liquids and solids; the rates and energetics of chemical reactions; the properties of solutions; chemical equilibria; electro-chemistry and the chemical behavior of representative elements. Prerequisites: Completion of the mathematics requirement as described above; CHM 101 and CHM 101L with a grade of "C-" or higher. Corequisite: CHM 102L.

**CHM 102L. General Chemistry Laboratory II.....1 hour**

The laboratory course is designed to complement General Chemistry II. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Corequisite: CHM 102.

**CHM 200. Independent Study in Chemistry .....-5 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**CHM 201. Organic Chemistry I .....4 hours**

Organic Chemistry I is the first semester of a two-semester course sequence. This two-semester sequence is an introductory course in the principles and theories of organic chemistry. The structure, preparation and reactions of various functional groups will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisite: CHM 102 and CHM 102L with a grade of "C-" or higher course. Corequisite: CHM 201L. A grade of "C-" or higher must be earned in CHM 201 before taking CHM 202.

**CHM 201L. Organic Chemistry Laboratory I .....1 hour**

The laboratory course is designed to complement Organic Chemistry I. Various techniques, such as distillation, extraction and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Corequisite: CHM 201.

**CHM 202. Organic Chemistry II .....4 hours**

Organic Chemistry II is the second semester of a two-semester course sequence. This two-semester sequence is an introductory course in the principles and theories of organic chemistry. The structure, preparation and reactions of various functional groups



will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisites: CHM 201 and CHM 201L with a grade of "C-" or higher. Corequisite: CHM 202L.

**CHM 202L. Organic Chemistry Laboratory II ..... 1 hour**  
The laboratory course is designed to complement Organic Chemistry II. Various techniques, such as distillation, extraction and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Corequisite: CHM 202.

**CHM 290. Special Topics in Chemistry ..... 1-4 hours**  
Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**CHM 301, CHM 302. Physical Chemistry I, II..... 4 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, II ..... 1 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 Analysis ..... 4 hours**  
An introduction to elementary analytical chemistry, including gravimetric and volumetric methods. Emphasis is on the theory of analytical separations, solubility, complex, acid-base and redox equilibria. Intended for both chemistry majors and those enrolled in pre-professional programs in other physical sciences and in the health sciences. Prerequisite: CHM 201 with a grade of "C-" or higher.

**CHM 310L. Elementary Quantitative Analysis Laboratory ..... 1 hour**  
Analyses are carried out in this course which illustrate the methods discussed in CHM 310. Corequisite: CHM 310.

**CHM 400. Independent Study in Chemistry ..... 1-5 hours**  
This course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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*.

**CHM 422. Instrumental Methods of Chemical Analysis ..... 4 hours**  
A discussion of the principles and applications of modern instrumentation used in analytical chemistry. Methods discussed are primarily non-optical, including an overview of electrochemistry; potentiometric methods, including use of pH and other ion meters; electrogravimetry; coulometry; polarography; amperometry; gas- and liquid-chromatography. Course is offered in alternate years. Prerequisite: CHM 310 with a grade of "C-" or higher.

**CHM 422L. Instrumental Methods Laboratory ..... 1 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 Chemistry..... 4 hours**  
A discussion of selected reactions and theories in organic chemistry. Emphasis is placed on reaction mechanisms and reactive intermediates encountered in organic synthesis. Prerequisite: CHM 202 with a grade of "C-" or higher.

**CHM 424L. Advanced Organic Chemistry Laboratory..... 1 hour**  
Intended to complement Advanced Organic Chemistry, this course will investigate general reactions and mechanistic principles in organic synthesis. The study will require the multi-step synthesis of various organic molecules. Corequisite: CHM 424.

**CHM 432. Inorganic Chemistry ..... 4 hours**  
A study of the principles of modern inorganic chemistry, including atomic structure; molecular structure; ionic bonding; crystal structures of ionic solids, a systematic study of the behavior of inorganic anions; coordination chemistry, including structure and mechanisms of aqueous reactions; acids and bases. Course is offered in alternate years. Prerequisite or corequisite: CHM 302.

**CHM 432L. Inorganic Chemistry Laboratory ..... 1 hour**  
Intended to complement Inorganic Chemistry, this course provides experience in the methods of preparation and characterization of inorganic compounds. Corequisite: CHM 432.

**CHM 434. Organic Spectroscopy ..... 4 hours**  
A course dealing with several spectroscopic methods as applied to organic molecules. The principles and interpretation of ultra-violet, visible, infrared, mass and nuclear magnetic resonance spectra will be studied. Course is offered in alternate years. Prerequisite: CHM 202 with a grade of "C-" or higher.

**CHM 434L. Organic Spectroscopy Laboratory ..... 1 hour**  
Students enrolled in this course use various spectrometers for qualitative and quantitative analysis. Corequisite: CHM 434.

**CHM 480. Internship in Chemistry..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**CHM 490. Advanced Special Topics in Chemistry ..... 1-5 hours**  
Advanced topics will be offered generally for juniors and seniors in the following fields: Organic Chemistry, Organic Qualitative Analysis, Biochemistry, Theoretical Chemistry and Advanced Inorganic Chemistry. Prerequisite: See individual course listing in the current semester course schedule.

## 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 10 courses (40 semester hours) in the discipline, only one of which may be an internship. All majors must also 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. This minor requirement may not be fulfilled by the writing minor. 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 250. Introduction to the Electronic Media
- One semester of a foreign language at the second semester elementary-level or higher (or the equivalent determined through testing)
- A minor course of study, excluding the writing minor

Two courses selected from the following:

- CRS 240. Journalism
- CRS 260. Writing for Business and the Professions
- CRS 320. Persuasive Writing
- WRI 290. Special Topics in Writing or
- WRI 490. Advanced Special Topics in Writing

Five courses selected from the following list with at least three of them bearing the CRS designation. Two of the five must be completed at the 400-level (not including Internship in Communication and Rhetoric Studies).

- CRS 111. Public Speaking II
- CRS 115. Video Production
- CRS 215. Documentary Filmmaking
- CRS 200. Independent Study in Communication and Rhetoric
- CRS 250. Introduction to the Electronic Media
- CRS 280. Gender, Culture, and Communication
- CRS 290. Special Topics in Communication and Rhetoric Studies:
- CRS 340. Mass Media Effects
- CRS 400. Advanced Independent Study in Communication and Rhetoric Studies

- CRS 401. Internship in Communication and Rhetoric Studies
- CRS 415. Survey of Research Methods
- CRS 420. Media, Culture and Society
- CRS 470. Globalization and the Media
- CRS 480. Rhetoric of Human Rights
- CRS 490. Advanced Special Topics in Communication and Rhetoric Studies
- ENG 230. Creative Writing
- ENG 231. Biography and Autobiography
- ENG 331. Writing Prose, Fiction and Nonfiction
- WRI 200. Independent Study in Writing
- WRI 290. Special Topics in Writing
- WRI 400. Advanced Independent Study in Writing
- WRI 490. Advanced Special Topics in Writing

**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. One of the three must be completed at the 300-level or higher.

- CRS 110. Public Speaking I
- CRS 111. Public Speaking II
- CRS 115. Video Production
- CRS 215. Documentary Filmmaking
- CRS 250. Introduction to the Electronic Media
- CRS 280. Gender, Culture, and Communication
- CRS 340. Mass Media Effects
- CRS 420. Media, Culture and Society
- CRS 470. Globalization and the Media
- CRS 480. Rhetoric of Human Rights
- CRS 490. Advanced Special Topics in Communication and Rhetoric Studies

**CRS 101. Theories of Communication and Rhetoric ..... 4 hours**

This gateway course to the major is designed to establish a broad understanding of various theories used in communication and rhetoric studies. Students will learn theories about messages themselves as well as the various contexts in which they occur: 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 I ..... 4 hours**

This course is designed to develop and enhance students' ability to communicate effectively to any audience. Students will deliver both prepared and impromptu speeches. They will give humorous and inspirational speeches as well as informational speeches focusing on organization and the use of visual aids. Students develop all the tools nec-

essary to effectively communicate – their voice, their gestures, their body language and their eye contact. They will receive timely written and oral feedback from the instructor. Speeches will be videotaped and critiqued. The goal is to become a more polished and confident speaker. Prerequisite: Students who speak English as a second language must have permission of the instructor.

**CRS 111. Public Speaking II ..... 4 hours**

This course develops communication skills gained in Public Speaking I. Students will learn to convey their messages directly, confidently and persuasively. Students will practice delivering persuasive speeches for a variety of occasions from the classroom to the boardroom. They will learn to make the closing argument to the jury, to field the difficult interview question, to close the sale, to give the congratulatory toast and to deliver the inspirational speech. Speeches will be videotaped and critiqued. Prerequisites: CRS 110 and students who speak English as a second language must have permission of the instructor.

**CRS 115. Video Production ..... 4 hours**

This course will introduce students to the techniques and tools of basic video production. Students will learn to think visually and consider lighting, color, composition and movement as they relate to production. The importance of sound and how audible and visual components support and complement each other will be considered. Students will have the opportunity to work with video editing software. This course is also cross listed as ART 105.

**CRS 200. Independent Study in Communication and Rhetoric Studies... 1-4 hours**

This course will be conducted as supervised research on a selected topic. It is open to students pursuing a major in communication and rhetoric studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**WRI 200. Independent Study in Writing ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. It is open to students pursuing a minor in writing or a major in communication and rhetoric studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**CRS 215. Documentary Filmmaking ..... 4 hours**

This course covers the theory and practice of planning and executing public affairs, informational and cultural documentary programs. Students will be introduced to short-form and long-form documentaries, emphasizing the technical and aesthetic aspects of documentary filmmaking using video production techniques. Production projects will be geared toward the development of proficiency in documentary planning, writing, production and post-production. Students will produce short documentaries using a combination of personal cameras and broadcast quality cameras and digital editing equipment. This course is also cross listed as ART 205. Prerequisite: CRS 115 or ART 105, or permission of the instructor.

**CRS 240. Journalism ..... 4 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. This course is offered in the fall semester.

**CRS 250. Introduction to the Electronic Media..... 4 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. Offered in the spring.

**CRS 260. Writing for Business and the Professions ..... 4 hours**

This course is for students who have mastered the basic skills and insights of writing and who wish to improve their ability to write clear, concise, persuasive prose designed for audiences in business and the professions. Students are required to write a variety of texts, such as proposals, progress reports, recommendation reports and manuals. Other elements of the course may include oral presentations. Prerequisites: COR 101 and COR 102.

**CRS 280. Gender, Culture, and Communication ..... 4 hours**

This course investigates the relationships among gender, culture, and communication. Students will explore theoretical approaches to gender; the cultural histories of women's, men's and transgender movements; cultural views of gendered interaction, including discourse and relational styles as well as other performances; and the practices of gendered communication and identity in a variety of cultural and institutional contexts. Offered every spring. This course is also cross listed as WGS 280.

**CRS 290. Special Topics in Communication and Rhetoric Studies ..... 4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**CRS 320. Persuasive Writing..... 4 hours**

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. This course is open to sophomores, juniors and seniors only. It is offered in the fall semester. Prerequisites: COR 101 and COR 102.

**CRS 340. Mass Media Effects ..... 4 hours**

This course examines how various media influence individuals and society. The focus will be on the influence of news, entertainment programming, advertising and public communication campaigns. Students will become more aware of media influence and develop an understanding of the role of media effects research in public policy. Prerequisites: COR 101 and CRS 101.

**CRS 400. Advanced Independent Study in Communication and Rhetoric Studies ..... 1-4 hours**  
Supervised advanced research on a selected topic. Open to students pursuing a major in communication and rhetoric studies. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**WRI 400. Advanced Independent Study in Writing ..... 1-4 hours**  
Supervised advanced research on a selected topic. Open to students pursuing a minor in writing or a major in communication and rhetoric studies. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**CRS 401. Internship in Communication and Rhetoric Studies ..... 1-4 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, qualification for the internship program permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**CRS 415. Survey of Research Methods ..... 4 hours**  
This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, hermeneutical research, case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research, the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to sue and assess research may find this course particularly valuable. This course is also cross listed as POL 371 and SOC 310. Offered spring semester in alternate years. Prerequisite: Junior standing or permission of the instructor.

**CRS 420. Media, Culture and Society ..... 4 hours**  
Using various approaches from cultural studies to political economy, students examine how meaning is created by the media. This course focuses on media texts, media institutions and media audiences and the way they intersect to shape culture. Topics covered include media representations of gender, race and class. Offered alternate fall semesters. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

**CRS 470. Globalization and the Media ..... 4 hours**  
The rapid evolution of communication technologies has increased the ability of global media corporations to reach audiences around the world. This course examines the political, economic and cultural dimensions of media globalization. Topics covered include cultural imperialism, global media corporations, international trade organizations and regulatory bodies, global advertising and cultural protectionism. Offered alternate fall semesters. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

**CRS 480. Rhetoric of Human Rights ..... 4 hours**  
This course investigates the theories and rhetorical strategies used to practice human rights as “universal” and the critical challenges of this universality. The rhetoric of universal human rights as it is actually used in texts by competing interests in an increasingly globalized and culturally diverse world communally will be evaluated. Prerequisites: CRS 101 and junior standing, or permission of the instructor.

**CRS 490. Advanced Special Topics in Communication and Rhetoric Studies ..... 4 hours**  
This advanced course will examine selected topics in rhetoric, communications or media studies, such as Civic Literacy; Global Culture and Rhetoric; Political Rhetoric. This course may be taken more than once. Prerequisite: See individual course listing in the current semester course schedule.

**WRI 490. Advanced Special Topics in Writing ..... 4 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 the current semester course schedule.

## **Computer Science**

---

### **Minor**

The minor in computer science is currently under review. In light of this, new students will not be accepted to this program until further notice. However, the following computer science courses will continue to be offered pending the outcome of the review process.

**CSC 101. Data Manipulation Software ..... 2 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 accounting, business and economics majors; however, other students are welcome. The course uses the Microsoft Office software suite.

**CSC 201. Introduction to Programming ..... 4 hours**  
This course introduces the student to the fundamental techniques of problem solving and algorithm construction. The student will design and complete several substantial programming projects, most having significant mathematical content. Topics include data types, control structures, file manipulation, functions, parameters, classes, arrays, dynamic data structures, abstract data types, object-oriented programming and internet programming. The computer language used in the course will be at the discretion of the instructor. Prerequisite: MAT 102 or permission of the instructor.



**CSC 290. Special Topics in Computer Science ..... 1-4 hours**

This course provides an introductory examination of a contemporary topic in computing and/or emerging technologies. The topic will vary from offering to offering. Possible topics include Ethics and Computing, Information Systems and Web Design. This course may be taken more than once provided that the topic is different. Prerequisite: See individual course listing in the current semester course schedule.

**CSC 490. Advanced Special Topics in Computer Science..... 4 hours**

This course provides an advanced examination of a contemporary topic in computing and/or emerging technologies. The topic will vary from offering to offering. Possible topics include discipline-specific computing and technology, internet programming and management of information systems. This course may be taken more than once provided that the topic is different. Prerequisite: See individual course listing in the current semester course schedule.

**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 469. Strategic Management
- CSC 101. Data Manipulation Software
- ECO 121. Introduction to Economics
- ECO 221. Intermediate Microeconomics
- ECO 222. Intermediate Macroeconomics
- ECO 429. Econometrics
- 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:

CSC 101.	Data Manipulation Software
ECO 121.	Introduction to Economics
ECO 221.	Intermediate Microeconomics
ECO 222.	Intermediate Macroeconomics
ECO 429.	Econometrics
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

The student must also complete two additional electives in economics.

### **ECO 121. Introduction to Economics ..... 4 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 200. Independent Study in Economics ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s adviser and the provost or associate provost. The completed application must be submitted to the registrar’s office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

### **ECO 221. Intermediate Microeconomics ..... 4 hours**

This course develops the economic principles necessary to analyze and interpret the decisions of individuals and firms with respect to consumption, investment, production, pricing and hiring. The principles are used to understand the behavior of business firms and public policy-making institutions. Prerequisites: ECO 121 and MAT 121.

### **ECO 222. Intermediate Macroeconomics ..... 4 hours**

This course examines the goals of economic policy and the policy instruments available to achieve those goals. Attention is given to both monetary and fiscal policy along with the theory and measurement of national income, employment and price levels and the international implications of economic policy. Prerequisites: ECO 121 and sophomore standing.

### **ECO 290. Special Topics in Economics ..... 4 hours**

An intense study of diverse topics under the direct supervision of an economics faculty member. Prerequisite: See individual course listing in the current semester course schedule.

**ECO 320. Economic Development ..... 4 hours**

This course is a study of the economic, social and political factors that account for the contrast between the economic stagnation in much of the world and the steadily rising incomes in the United States, Europe and Japan. General principles are applied to the development experience of selected countries in the historically less-developed world and the formerly centrally-planned economies of Eastern and Central Europe. Prerequisites: ECO 221 and ECO 222.

**ECO 323. International Economics ..... 4 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 Thought..... 4 hours**

This course is a study of the major writers and schools of economic thought related to the economic, political and social institutions of their times: the Medieval, Mercantilist, Physiocrat, Classical, Marxist, Historical, Neoclassical, Institutionalist, Keynesian and post-Keynesian schools. Prerequisite: ECO 121.

**ECO 325. Environmental Economics ..... 4 hours**

This course is an introduction to economic methods that will allow the student to understand the economic causes of environmental problems and to evaluate the economic impact of environmental policies. It will introduce the student to a wide range of current environmental problems and issues such as hazardous and municipal solid waste, water and air quality concerns, biodiversity, global warming and sustainable development. Topics will include externalities, benefit-cost analysis, alternative policy instruments as solutions to environmental problems, market failures, policy decision process and risk analysis. Prerequisites: ECO 121 and junior or senior standing.

**ECO 326. United States Economic History..... 4 hours**

This course will study the origin and growth of the American economic system from pre-colonial through the 20th century. The course traces the development of the evolution of American agricultural, commercial, manufacturing, financial, labor, regulatory and technological sectors. Prerequisite: ECO 121.

**ECO 400. Advanced Independent Study in Economics ..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 421. Money and Banking ..... 4 hours**

This course will study the role of private financial institutions and the Federal Reserve System in the creation of the nation's money supply and the theory that links the money supply to the nation's inflation rate and output level. Additional topics are the international payments mechanism, capital flows, the determination of exchange rates and the use of a common currency by several countries. Prerequisites: CSC 101, ECO 221 and ECO 222.

**ECO 423. Economics of Antitrust Law ..... 4 hours**

This course is a study of the structure of firms within a given industry, the corresponding strategic decisions and conduct and the United States' antitrust policy that is intended to facilitate competitive market goals across the economy. Topics will include competition, dominant firm and cartel theory, measurement of industry structure and performance, strategic behavior in pricing, advertising and information, vertical integration, regulation and law and international markets. Prerequisite: ECO 221 with a grade of "C-" or higher.

**ECO 424. Labor Economics..... 4 hours**

This course will be a comprehensive study of the cause and effect relationship between work and income. It will examine labor market structures, human capital theory, union-management relations, labor history, economic policy and earning profiles by gender and race. Prerequisites: ECO 221 and ECO 222.

**ECO 425. Public Finance..... 4 hours**

An analysis of the impact of federal, state and local government expenditures, revenues, debt management and budgeting on the allocation of resources, the distribution of income, the stabilization of national income and employment and economic growth. Topics will include expenditure patterns, tax structure, benefit-cost analysis, policy analysis and microeconomic and macroeconomic theories of public expenditures and taxation. Prerequisites: ECO 221 and ECO 222.

**ECO 426. Internship in Economics ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Federal Reserve Bank and Prudential Securities. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**ECO 429. Econometrics ..... 4 hours**

This course will introduce basic econometric theory and applications related to the use of classic linear regression model. Students will perform empirical tests of various economic theories using Excel and other computer software. Particular emphasis will be placed on understanding the strengths and weaknesses of ordinary least squares regression (OLS) and interpreting its results. Offered every spring. Prerequisites: ECO 121, MAT 111 and MAT 121.

**ECO 490. Advanced Special Topics in Economics ..... 4 hours**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

## **Education**

---

Grounded in the liberal arts tradition, the education program emphasizes strong academic preparation of teachers who are lifelong learners. Teacher education at Oglethorpe University is designed to challenge students to think critically about issues

in education, to be informed decision makers and to become change agents in their schools. With strong connections to the Atlanta community, both urban and suburban, Oglethorpe is committed to preparing teachers for the variety of settings and diverse populations of metropolitan schools.

The following courses are offered as co-requisites to the Master of Arts in Teaching Program.

**EDU 101. Foundations of American Education..... 4 hours**

This course is an overview of the historical, philosophical, ethical and legal issues in American education. Issues of equity will be examined. A variety of teaching strategies and assessment will be implemented. Twenty-five field-experience hours outside of class meetings are necessary in order to meet the service-learning requirements of this course.

**EDU 201. Educational Psychology ..... 4 hours**

This course will encompass learning theory and its application to such problems as classroom management, the organization of learning activities, understanding individual differences and evaluating teaching and learning. Emphasis is given to factors which facilitate and interfere with learning.

**EDU 401. The Exceptional Child ..... 4 hours**

This course is designed to assist regular classroom teachers in the identification and education of children who have special needs. In addition to characteristics of special learners, students will study topics such as the referral process, educational approaches for use with special learners, methods of diagnostic teaching, mainstreaming and inclusion.

**EDU 490. Advanced Special Topics n Education ..... 4 hours**

Advanced courses are offered generally for juniors or seniors to respond to topical needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**Educational Studies Minor**

Early in their tenure at Oglethorpe, undergraduate students wishing to complete a minor in educational studies should contact a faculty member from the Division of Education to be advised on the minor. Students wishing to complete a minor in educational studies choose one of the following three strands:

**1) Precertification**

The Precertification strand of the educational studies minor allows students to complete courses that are prerequisite requirements for the Master of Arts in Teaching Early Childhood Education program. These courses are also likely to be required in programs that lead to other certification areas that Oglethorpe graduates might pursue elsewhere.

The following courses are required:

- EDU 101. Foundations of American Education
- EDU 201. Educational Psychology
- EDU 401. The Exceptional Child
- PSY 201. Developmental Psychology \*

## 2) Education and Learners

The Education and Learners strand of the educational studies minor allows students to focus on the various aspects of development and learning.

The following courses are required:

EDU 101.	Foundations of American Education
EDU 201.	Educational Psychology

Two courses selected from the following:

EDU 401.	The Exceptional Child
EDU 490.	Advanced Special Topics in Education
PSY 201.	Developmental Psychology *
PSY 203.	Learning and Conditioning *
PSY 204.	Social Psychology *
PSY 303.	Psychological Testing *
PSY 307.	Cognitive Psychology *

\* The prerequisite for this course, PSY 101, must be completed with a grade of “C-” or higher.

## 3) Education and Culture

The Education and Culture strand of the educational studies minor allows students to focus on the role of education in society.

The following course is required:

EDU 101.	Foundations of American Education
----------	-----------------------------------

Three courses selected from the following:

EDU 490.	Advanced Special Topics in Education
SOC 202.	The American Experience
SOC 306.	Race, Ethnicity and Immigration
SOC 308.	Culture and Society
ULP 303.	The New American City **
ULP 304.	Community Issues: Principles into Practice **

\*\* If students choose both urban leadership program courses as electives, only one of the two urban leadership program courses can be counted toward both the urban leadership program and the educational studies minor.

## 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 preparing teachers for the diverse populations of metropolitan schools. The program emphasizes strong academic preparation and the role of teacher as learner. The teacher education program at Oglethorpe has strong connections to the Atlanta community – both urban and suburban. The program offers both the Master of Arts in Teaching 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.

## Admission to the Graduate Program

Application forms may be obtained from the admission office. 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 are eligible to apply to the program and "bridge" into the Master of Arts in Teaching Program, which allows them to take graduate-level courses in the MAT program, in the final semester of their senior year. Only students who have satisfactorily met all undergraduate major and Core requirements are eligible for this early program entry option. 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. Satisfactory progress at the undergraduate level on the following certification corequisites:
  - two courses in humanities (including English composition)
  - two courses in history and the social sciences
  - two courses in mathematics
  - two courses in laboratory science
  - two courses in the arts
  - EDU 101 Foundation of American Education, or equivalent
  - EDU 201 Educational Psychology, or equivalent
  - EDU 401 The Exceptional Child, or equivalent
  - PSY 201 Developmental Psychology, or equivalent

**Note:** Undergraduate co-requisite courses not met in the student's undergraduate program may be completed at Oglethorpe or any regionally accredited institution. Completion options may include online courses or CLEP tests for some courses. Courses should be approved by the student's adviser to ensure equivalence. Any certification co-requisites not completed at the time of admission will be incorporated into the student's overall program requirements.

4. A passing score on three GACE Basic Skills exams (reading, writing and mathematics) or SAT, GRE or ACT scores that allow for exemption of GACE Basic Skills. Exempting scores are as follows:
  - SAT total score 1000, combined verbal and math
  - ACT total score 43, combined English and math
  - GRE total score 1030, combined verbal and quantitative
5. A combined score of 1000 on the verbal and quantitative portions of the GRE
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, at least one of which must be from a faculty adviser or university professor who can speak to the applicant's academic readiness for graduate study and at least one from a supervisor in a work or volunteer setting who can speak to the applicant's dispositions for leadership and productive exchange.
8. If an applicant is accepted in "conditional status" and allowed to begin the program pending late receipt of some admission documents, the applicant must meet all admission requirements prior to beginning a second semester in the program.

**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 graduate courses successfully in the Master of Arts in Teaching Early Childhood Education program (48 semester hours) with a grade of “C” or higher.
3. Complete 100 hours of field experience prior to student teaching and a semester-long student teaching experience – EDU 619 Student Teaching and Capstone Seminar.
4. Pass both GACE Early Childhood Education Tests (Test I and Test II) and successfully complete any remaining certification corequisites prior to enrolling for EDU 619 Student Teaching and Capstone Seminar. (Any exceptions to this provision must be approved by the student’s adviser.)
5. Complete EDU 619 Student Teaching and Capstone Seminar successfully in a full-day K-5 program, with no more than two attempts to successfully complete this course. 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.
6. Compile and successfully present an electronic professional portfolio. In this portfolio, candidates must demonstrate their knowledge base for each of the 10 INTASC standards.
7. Submit an application for graduation to the registrar’s office by the last day of drop/add in the semester in which degree requirements will be completed.
8. Satisfy all financial and other obligations to the university and submit payment for the degree completion fee.
9. Participate in assessments of competencies gained and curricular effectiveness by completing standardized or other test and surveys.
10. Receive formal faculty and Board of Trustees approval for graduation.

## **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 disposition for teaching as demonstrated in the 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 606 Culture and Learning 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*. Registration 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**

A nonrefundable application fee 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. Upon completion of course requirements, a degree completion fee is charged.

### **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 receives 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. A student will also be dismissed from the program following two unsuccessful attempts to complete EDU 619 Student Teaching and Capstone Seminar, regardless of the grade point average in prior graduate course work.

### **EDU 601. Exploring Constructivist Teaching and Learning ..... 4 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 603. Assessing Teaching and Learning ..... 4 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 Workshop ..... 4 hours**

This course is an introduction to tools for developing literacy in the broadest sense of the word. While focusing on writing, the course encourages discussion and development of literacy in other areas such as mathematics, visual arts and technology. The course is workshop based, involving students in developing their own literacies as they learn ways to support children's literacy development.

**EDU 606. Culture and Learning ..... 4 hours**

This course represents an interdisciplinary study between educational psychology and anthropology. It focuses on the ways in which culture and mind, and more specifically, culture and self, mutually constitute each other. Through reflections, readings and inquiry, students will develop teaching strategies that can effectively respond to a diverse educational system in which class, race, culture and family influence development and learning. This course has a theory into practice orientation.

**EDU 611. Arts of Diverse Peoples ..... 4 hours**

This course provides future teachers with an appreciation and understanding of the arts disciplines of music, visual art, dance and theatre as a means to understand self, others and the human condition. It also offers students an opportunity for personal inquiry experiences and skill development in the arts so that they feel prepared to incorporate 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 Literature ..... 4 hours**

This course prepares students to be literacy teachers in diverse early childhood classrooms. The course includes methods of literacy instruction and explorations in literature from various cultural perspectives. Students will engage in regular and systematic reflection on their developing knowledge base and apply their knowledge in field-based classroom experiences in diverse settings.

**EDU 613. Studies of Diverse Cultures..... 4 hours**

This course includes exploration of social studies content and methods for teaching social studies in early childhood education. From a variety of perspectives, students will examine the types of questions social scientists ask about human experience, institutions and interactions. In the course, prospective teachers will use appropriate methods of inquiry to investigate some of those questions. They will engage in regular and systematic reflection on their developing knowledge base and then apply that knowledge in field-based classroom experiences in diverse settings.

**EDU 614. Mathematical Inquiry ..... 4 hours**

The 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 Science ..... 4 hours**  
In this course, students will explore nature, content and processes of science while examining current best practices and issues in teaching science to children. Students will understand the role that inquiry plays in the development of scientific knowledge. Students will explore relationships between science, technology and other curriculum areas in a community of diverse elementary learners.

**EDU 619. Student Teaching and Capstone Seminar ..... 12 hours**  
Student teaching, a supervised internship semester in a diverse elementary public school classroom, is the capstone experience in teacher preparation, the point at which theory and practice converge. The course includes 14 weeks of full-time participation and teaching in a public school classroom with weekly seminar meetings for professional development.

**EDU 629. Advanced Special Topics in Education ..... 1-12 hours**  
Advanced courses are offered to respond to topical needs of the curriculum. Prerequisite; See individual course listing in the current semester course schedule.

## **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.

**Note:** The student need not fulfill the foreign language requirement specified for the Bachelor of Arts degree.

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 101. Ancient Literature ..... 4 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. Offered every fall.

#### **ENG 102. Medieval and Renaissance Literature..... 4 hours**

This course will examine the transition of the cultural world of Dante to that of Shakespeare and Milton. Although the primary focus will be Western, non-Western works may also be studied. Texts and authors might include: Chretien, Dante, *The Tale of Genji*, Chaucer, Montaigne, Shakespeare, Cervantes and Milton. Offered every spring.

- ENG 103. 18th and 19th Century Literature .....4 hours**  
 Authors in this course might include: Defoe, Pope, Basho, Austen, Emerson, Twain and George Eliot. Offered every fall.
- ENG 104. Modern and Contemporary Literature.....4 hours**  
 This course will investigate the literature of the 20th century. Authors might include: T.S. Eliot, Woolf, Lawrence, Frost, Morrison and Marquez. Offered every spring.
- ENG 200. Independent Study in Literature and Composition..... 1-4 hours**  
 This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.
- ENG 201. Chaucer .....4 hours**  
 Students will learn to read and appreciate the works of Geoffrey Chaucer, the first great English poet, in his original language; to enjoy the rich and varied nature of his works; to appreciate why he is called "the Father of English." Prerequisites: COR 101, COR 102 and one 100-level English course. Offered every other year.
- ENG 202. Shakespeare.....4 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 Writing .....4 hours**  
 This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.
- ENG 231. Biography and Autobiography.....4 hours**  
 This course is an introduction to biographical and autobiographical writing with practice in the personal narrative 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 301. Russian Literature.....4 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 Literature .....4 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 Poetry ..... 4 hours**

This course will consider the work of major American poets such as Whitman, Dickinson, Frost, Eliot and Williams. Prerequisites: COR 101, COR 102 and one 100-level English course.

**WGS 304. Women Poets..... 4 hours**

This course is a survey of poetry by women, from ancient Chinese, Persian and others in translation, to medieval Irish and Renaissance English, to 19th and 20th century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich and Mary Oliver in order to discover what themes, images and attitudes seem to emerge from the works. Prerequisites: COR 101 and COR 102.

**ENG 305. The Literature of King Arthur and Camelot..... 4 hours**

This course examines the major stories associated with King Arthur and his knights from the earliest recorded mention of them to the present. The course pays particular attention to those medieval texts that formed the popular literature of the Middle Ages and the various ways in which medieval authors adapted the legend to their purpose, whether that was to promote a political agenda, explore an idea, instruct or amuse. Of particular interest are the ways in which this legend is peculiarly able to accommodate a wide array of themes and ideas – a malleability that allows us to explore the nature of honor, goodness, love, holiness, chivalry, the relationship between the sexes, the promise of heaven and a host of other ideas that continue to animate our imaginations. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 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 315. Vision, Violence and Community in Milton, Blake, Whitman and Yeats. .... 4 hours**

This course will examine works by four major visionary poets. In the historical context of English civil war, the French Revolution, the American Civil War and World War I and the Irish rebellions, they tried to envision for their cultures a restoration of community between the temporal and the eternal, the human and the divine. In times of fragmentation and crisis, each re-invented a traditional mythology. A study will be made of their individual visions to those collective myths and to personal struggles. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 316. Satire: Ancient to Modern ..... 4 hours**

This course examines the many forms of satire from different eras with works including plays by Aristophanes, Molière and Beckett; poetry by Chaucer; prose by Swift, Rabelais, Voltaire, Melville, Twain, O'Connor, Anthony Burges or Don DeLillo; films by the Marx Brothers, Monty Python and Stanley Kubrik; and television shows like "The Colbert Report." Offered biennially in the spring. Prerequisite: COR 101.

**ENG 320. Modern Poetry and the Death of God ..... 4 hours**

Following the late 19<sup>th</sup>-century message that "God is dead," modern-era poets including T.S. Eliot, Wallace Stevens, Rainer Maria Rilke and William Carlos Williams, tried to find what Stevens called, "the satisfactions of belief," writing poems of "the mind in the act of finding what will suffice." Selections from these will be studied, along with samplings from a larger group of poets after 1950, to try to see how these writers see

and create meaning in their world, often under adverse circumstances. Prerequisites: COR 101 and COR 102.

**ENG 330. Writing Poetry ..... 4 hours**  
In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class and trying to generate language that reveals rather than explains intangible “meanings.” Prerequisites: COR 101 and COR 102.

**ENG 331. Writing Prose, Fiction and Nonfiction ..... 4 hours**  
Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called “a sense of felt life” onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work and reading of published examples. Prerequisites: COR 101 and COR 102.

**ENG 390. Special Topics in Drama..... 4 hours**  
Drama as literature and genre, through survey and period studies. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 391. Special Topics in Poetry ..... 4 hours**  
This course will focus on particular poets, movements, styles or periods. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 392. Special Topics in Fiction..... 4 hours**  
English, American and continental narrative prose will be examined in the context of theme, period or genre. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 393. Special Topics in Literature and Culture ..... 4 hours**  
Courses relating literature with aspects of social and intellectual history or a particular issue or theme. Possible offerings may include women in literature, American civilization, African-American (or other ethnic) literature, popular culture, the literature of a single decade, children’s literature and myth and folklore in literature. Usually offered in alternate years. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 394. Special Topics in Major British and American Authors..... 4 hours**  
An intensive study of between one and five British or American authors. Prerequisites: COR 101, COR 102 and one 100-level English course.

**ENG 400. Advanced Independent Study in Literature and Composition . 1-4 hours**  
Supervised study in specified genres or periods. Prerequisites: COR 101, COR 102 and one 100-level English course; submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 401. Internship in English..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper

dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at *Atlanta Magazine*, The Knight Agency and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by Experiential Education Committee.

## **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 arts 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; 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 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 all 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.

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 290. Special Topics in Foreign Language, Literature and Culture..... 4 hours**  
A course in which intermediate conversation or topical aspects of literature and culture are explored. Prerequisite: See individual course listing in the current semester course schedule.

**FOR 425. Internship in Foreign Language ..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Atlanta 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, qualification for the internship program permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**FOR 490. Advanced Special Topics in Foreign Language,  
Literature and Culture..... 4 hours**  
A course in which advanced conversation or topical aspects of literature and culture are explored. Prerequisite: See individual course listing in the current semester course schedule.

## 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 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.

A minimum of "C+" must be earned in all course work required for the major. 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, II..... 4 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 French ..... 4 hours**

This course involves further practice in developing oral and written skills. Introduction to a variety of unedited French texts will be included. Prerequisite: FRE 102 or placement by testing.

**FRE 200. Independent Study in French .....-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**FRE 290. Special Topics in French Language, Literature and Culture ..... 4 hours**

Topical aspects of the literature and cultural phenomena associated with the French language are explored in this course. A recent course was French and Spanish Studies on Hispaniola – Full Immersion Travel Course in the Dominican Republic. Offerings will vary according to faculty and student interest. Prerequisite: FRE 301.

**FRE 301. French Conversation and Composition ..... 4 hours**

This course focuses on the development of oral skills through practice in group settings and individual class presentations combined with weekly writing assignments in French to be revised on a regular basis. A study of style and grammatical forms used exclusively in the written language completes the course work. Prerequisite: FRE 201 or placement by testing.

**FRE 302. French Lyric and Literary Prose ..... 4 hours**

Selected texts from French literature are studied as examples of prose, poetry and drama. Students will read original works from the French classical and modern periods. Taught in French. Prerequisite: FRE 301 or placement by testing.

**FRE 400. Advanced Independent Study in French ..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 402. The Modern French Republics and Their Institutions ..... 4 hours**

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

**FRE 403. Franco-American Relations in Trade and Culture ..... 4 hours**

This course is an orientation to French business and cultural communities and considerations of existing connections with their American counterparts. The course includes an introduction to business French. Guest lecturers are invited from the diplomatic and business community in the wider Atlanta area. Field trips are also organized to consulates, trade offices and businesses. Taught in French. Prerequisite: FRE 301.

**FRE 404. Great French Actresses and Their Film Roles ..... 4 hours**  
This course will study French film actresses and their roles in an attempt to understand the situation of women in France during the last half of the 20th century. Readings from *The Second Sex* by Simone de Beauvoir, written at the outset of the period in question, provide a counterpoint to the cinematic fiction. Actresses studied may include Isabelle Adjani, Arletty, Fanny Ardant, Brigitte Bardot, Juliette Binoche, Sandrine Bonaire, Marion Cotillard, Catherine Deneuve, Isabelle Huppert, Miou-Miou, Romy Schneider 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 Novel ..... 4 hours**  
This course studies the 19th-century French realist novel by concentrating on three "giants" of the tradition. The course includes Balzac's *Père Goriot*, Flaubert's *Education Sentimentale* and Zola's *Germinal*. The study of one novel of each of these writers gives an overview of the major literary moments in the century following the French Revolution. The principal characters in each novel confront the particular challenges of each historical and social moment in 19th century France. The course thus allows students to obtain a complex notion of realism in a historical context along with greatly enhanced vocabulary and language skills in French. Taught in French. Prerequisite: FRE 302.

**FRE 406. French and Spanish Crossroads in the Caribbean and Africa ..... 4 hours**  
This course uses Spanish- and French-speaking countries in proximity to each other in the Caribbean or Africa as a point of departure for literary, cultural, social and service learning exploration. Offerings may focus upon Haiti and the Dominican Republic, Martinique and Cuba, Equatorial Guinea in relation to Senegal or other appropriate pairings. The course is taught in English and students without advanced skills in French or Spanish may register. This course is also cross listed as SPN 406. Prerequisite: FRE 301 for French major or minor credit; SPN 301 for Spanish major or minor credit.

**FRE 490. Advanced Special Topics in French Language, Literature and Culture..... 4 hours**  
This course will be an advanced study of topical aspects of the literature and cultural phenomena associated with the French language. Offerings will vary according to faculty and student interest. Prerequisite: FRE 302.

## **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 Sciences ..... 4 hours**  
This topically-oriented course will examine the many facets of scientific investigation. These include the underlying assumptions, limitations, provisional nature and power of the scientific process, as well as the influences of science on other aspects of human activity. Experimentation is the hallmark of scientific investigation. As such, laboratory experimentation will be a distinguishing feature of this course. Course time devoted to experimentation in the laboratory, as well as inside and outside the classroom, will intertwine with time devoted to discussion and lecture. Natural Science: The Physical Sciences will deal with a topic drawn from the physical sciences. These will include, but

not be limited to: Chemistry, Cosmology, Descriptive Astronomy, History of Science, Meteorology, Modern Scientific Perspectives of the Universe and Oceanography. Prerequisite: MAT 103 or by examination.

**GEN 102. Natural Science: The Biological Sciences..... 4 hours**

This course is designed to examine the many facets of scientific investigation. Laboratory experimentation will be an important feature with course time devoted to experimentation in the laboratory as well as the classroom. Rather than a survey of the entire field of biology, this effort will be directed toward specific topics such as, but not limited to: Cancer, Cell Biology, Human Biology, Ecology and Evolution.

**GEN 200. Internship in Science ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at Piedmont Hospital, The Centers for Disease Control and Prevention and Accura Analytical Laboratory. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

## **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, II..... 4 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 200. Independent Study in German ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**GER 201. Intermediate German I..... 4 hours**

This course will focus on practice in speaking and understanding German, accompanied by a review of grammar. Reading and discussion of short literary texts. Prerequisite: GER 102 or placement by testing.

**GER 202. Intermediate German II..... 4 hours**  
This course is a continuation of Intermediate German I with practice in spoken German and added emphasis on writing. Reading materials include both contemporary topics and selections from literature. Prerequisite: GER 201 or placement by testing.

**GER 290, GER 291. Special Topics in German Language, Literature and Culture I, II..... 4 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.

**GER 400. Advanced Independent Study in German ..... 1-4 hours**  
This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**GER 490, GER 491. Advanced Special Topics in German Language, Literature and Culture I, II..... 4 plus 4 hours**  
Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

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, II ..... 4 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 post-graduate study in a wide variety of academic disciplines, including history, archaeology, anthropology, politics, international studies and social work, as well as careers in such fields as education, law, journalism, public relations, art, theology, diplomacy and public service.

Lower-level (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 complete at least nine history courses, as well as two courses in cognate disciplines, with a grade of "C-" or higher in each course. They must cover the following geographic areas and time periods (a course can simultaneously satisfy both one area and time-period requirement): European (E), United States (A), and Latin American history (L); ancient or medieval (1), early modern (2), and modern (3). Fields covered by individual courses are indicated in the course descriptions below by letter (geographic field) and number (chronological field). Some courses may cover more than one chronological field. In addition, students must take at least one semester of a foreign language beyond the first-year level or demonstrate equivalent proficiency. Students must also take two courses in cognate fields, one in the humanities and one in the social sciences. Acceptable cognate courses include the following:

#### **Humanities**

Art history – all 200-level and higher courses

English – all literature courses

Foreign language – upper-level literature courses

Politics – POL 341, POL 342, POL 441

Theatre – THE 210, THE 220, THE 305

Women's and gender studies – all 200-level and higher courses

#### **Social Sciences**

Economics – ECO 290, ECO 320, ECO 323, ECO 324, ECO 400, ECO 424, ECO 425, ECO 490

Mathematics – MAT 111

Politics – all 200-level and higher courses, not including POL 341, POL 342, POL 441

Sociology – all 200-level and higher courses, not including SOC 303, SOC 304, SOC 402, SOC 405

Students are responsible for ensuring they have completed any required prerequisites for cognate courses. 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-Saxons ..... 4 hours**

This course examines the meteoric rise of the Scandinavians from obscurity to become the terror of Europe in the eighth through the 11th centuries. For purposes of comparison, a look also will be taken at the Vikings' more "civilized" cousins, the Anglo-Saxons. While both medieval and modern historians have tended to draw a thick line between these two cultures, this course will suggest that both represent aspects of a general political, economic and cultural zone in the Northern Seas. Offered spring semester in alternate years. (E,1)

#### **HIS 130. United States History to 1865 ..... 4 hours**

A survey from Colonial times to 1865, concerned mainly with the major domestic developments of a growing nation. Offered alternate years. (A,3)

#### **HIS 131. United States History Since 1865 ..... 4 hours**

A survey from 1865 to the present, concerned with the chief events which explain the growth of the United States to a position of world power. Offered alternate years. (A,3)

#### **HIS 200. Independent Study in History ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

#### **HIS 201. Ancient Greece ..... 4 hours**

This course will examine the Greeks from their Minoan and Mycenaean antecedents through the rise of Macedonia in the mid-fourth century B.C.E. Students will investigate the political, social, economic and cultural aspects of Greek civilization as well as an appreciation of the Hellenic world's legacy. Specific topics include: the collapse of Mycenaean civilization and the problem of a "Dark Age;" the rise, development and failure of the polis system; Greek contact with eastern cultures; the political significance of hoplite warfare; the roles of women in various Greek poleis; competing models of Greek political organization. Offered spring semester in alternate years. (E,1)

#### **HIS 202. Roman History..... 4 hours**

This course will trace the history of Rome from its Italian precursors through the ascension of Constantine. Topics will include political, religious, social, cultural and economic aspects of Rome's development, focusing on the origins, maturation, decline and transformation of its civilization. Offered spring semester in alternate years. (E,1)

#### **HIS 210. The Age of Chivalry, 800-1450..... 4 hours**

This course will cover the High and Later Middle Ages, from the later Carolingian period through the War of the Roses. The main focus will be on the evolution of state and society in northern and western Europe during these periods. Special attention will be given to such events as the rise of feudal monarchies, the Investiture Contest, the Norman Conquests, the Crusades and the Hundred Years' War. Offered spring semester in alternate years. (E,1)



**HIS 211. The Renaissance and Reformation..... 4 hours**

Students will study the significant changes in European art, thought and institutions during the period from 1300 to 1550. The course will focus on critical readings of primary sources from this era. Offered fall semester in alternate years. (E,2)

**HIS 212. Early Modern Europe ..... 4 hours**

This course will examine the development of European society and politics from the end of the Reformation to the eve of the French Revolution. Special emphasis will be placed on the development of the modern state, the contest between absolutism and constitutionalism and the Enlightenment. Offered spring semester in alternate years. (E,2)

**HIS 213. The Age of Revolution – Europe and the Atlantic**

**World 1776-1849..... 4 hours**

The “old regime” (serfdom, rule by monarchs and nobles and a politically powerful church) and an agrarian way of life had prevailed in much of Europe and the New World since the Middle Ages. From 1776 on, however, a series of upheavals, such as the American and French revolutions, the Napoleonic Wars, the Latin American Wars of Independence and the European revolutions of 1820-21, 1830-31 and 1848-49 had challenged the old order. This course studies the events of this dramatic period, including the Industrial Revolution and the rise of romanticism, socialism, nationalism and liberalism. Offered fall semester every three years. (E,3)

**HIS 214. The Age of Empire and Nationalism – Europe 1848-1914..... 4 hours**

The six decades following the revolutions of 1848 were a period of remarkable power, prosperity and creativity in Europe. New nation-states (Germany and Italy) were formed; old multiethnic empires (Russia and Austria-Hungary) seemed rejuvenated; and Europeans acquired immense colonial empires. Meanwhile, industrialization and modern science and art revolutionized European life and thought. However, this fusion of cultural and economic modernity with social and political conservatism concealed grave weaknesses that would lead, beginning in 1914, to the upheavals of world war, communism and fascism. Offered fall semester every three years. (E,3)

**HIS 215. The Age of World War – Europe 1914-1945 ..... 4 hours**

This course examines the disasters that befell Europe in the three decades after 1914: World War I; the Russian Revolution; the ill-fated Treaty of Versailles; the rise of Mussolini; the Great Depression; the dictatorships of Hitler and Stalin; the spread of fascism in the 1930s; World War II. The course discusses the reasons for the failure of the international order to prevent two horrific military conflicts and for the failure of moderate forces in many European countries – including Russia, Germany, Italy and Spain – to block the rise to power of violent and millenarian political forces. Offered fall semester every three years. (E,3)

**HIS 216. Rise and Fall of the Third Reich ..... 4 hours**

The course examines the roots of National Socialism in Germany before World War I; the reasons for the failure of the Weimar Republic in the 1920s, which ended in Hitler's coming to power; and the nature of Hitler's dictatorship, with its policies of totalitarian rule, world war and genocide. Offered every three years. (E,3)

**HIS 240. Latin America to Independence ..... 4 hours**

Latin American history from the origins of pre-Columbian civilizations to independence will be examined by exploring the origins and development of indigenous societies in Mesoamerica and the Andes; the conquest and colonization of (what became) Spanish and Portuguese America; the nature of colonial control; the response of indigenous populations to colonial society, administration and religion; the developing tensions between Spaniards and Creole elites. The movement for independence, which

arose from a variety of issues, created by contrasting views and concerns of distant European authority and local cultural identity, will be studied. Finally, the major challenges that faced the newly emergent Latin American nations will be considered. Offered in alternate years. (L,2)

**HIS 290. Special Topics in History ..... 4 hours**  
Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**HIS 301. History of Christianity ..... 4 hours**  
This course will examine the origins and development of Christianity through the modern era. Special areas of interest include the structure and organization of the church, the development of liturgy and doctrine and the counterpoint between orthodoxy and heresy. A central question will be the relationship between the “three pillars” of doctrine – revelation, reason and tradition – and social pressures in the history of the church and doctrine. Offered spring semester in alternate years. (E,1,2)

**HIS 306. The Rise of the Roman Empire 270-130 B.C ..... 4 hours**  
Polybius once remarked that the most remarkable events in history were that in only 53 years the Roman Republic obtained undisputed mastery over the Mediterranean world. This course will examine the rise of the Roman Empire during the late third and second centuries B.C., focusing on patterns of diplomacy, in particular Rome’s dealings with the states of Greece, Egypt and the Near East. Offered every three years. (E, 1)  
Prerequisite: Sophomore or higher standing or permission of the instructor.

**HIS 307. The End of the Roman Republic 130 B.C.-14 A.D. .... 4 hours**  
One of the more important historical questions has been the one that asks “How did the Roman republic become the Roman Empire?” This course will examine that problem with respect to the end of the Republic as an historiographical issue and a source problem. A central component of the course will be the close examination of two important works on the subject, Eric Gruen’s Last Generation of the Roman Republic and Ronald Syme’s seminal Roman Revolution, arguably one of the most influential and controversial books on Roman history. Offered every three years. (E, 1) Prerequisite: Sophomore or higher standing or permission of the instructor.

**HIS 309. The Fall of Rome and the Barbarians ..... 4 hours**  
This course will examine the “fall” of the Roman Empire in late antiquity and the subsequent rise of barbarian kingdoms in Europe. The primary issue will be to determine whether the Roman Empire did in fact “fall” during this time or whether the period actually marks a transition, the birth of Europe. The role of Christianity in the transformation of Europe will be a major focus of discussion, as well as other social, political and economic issues. Prerequisite: sophomore or higher standing, or permission of the instructor. Offered every three years. (E,1)

**HIS 312. German History Since 1800..... 4 hours**  
This course is a survey of German history in the 19th and 20th centuries, focusing on the unification of Germany in the 19th century, the Bismarckian state, the two world wars, the Weimar Republic, the Third Reich and the division and subsequent reunification of Germany after World War II. Offered every three years. (E,3)

**HIS 320. Russia under the Tsars ..... 4 hours**  
This course studies the thousand years from the formation of the Kievan state until the abolition of serfdom. It covers the Mongol invasion, the rise of Muscovy, the reign of Ivan the Terrible and the Time of Troubles, Imperial Russia’s Westernization under

Peter the Great and its apogee under Catherine the Great and her grandsons. Offered fall semester every three years. (E,2,3)

**HIS 321. Russian History Since 1861 ..... 4 hours**

This course studies Russian history from the abolition of serfdom, which began Imperial Russia's last attempt to reform itself and stave off revolution, until the present. It also covers the 1905 and 1917 revolutions, the rise of communism, the era of Lenin and Stalin and the fall of the communist system. Offered spring semester every three years. (E,3)

**HIS 330. Between World Wars: The United States, 1920-1945 ..... 4 hours**

During this period of war, prosperity and depression, the United States underwent dramatic economic, political, social and cultural changes. The interwar years witnessed the emergence of the United States as a world power, an increasingly sophisticated women's movement, the rise of mass production and mass consumption and a variety of new challenges to social and economic policies. The Great Depression and the New Deal brought further challenges to traditional liberal political and economic assumptions as the federal government intervened in nearly every aspect of American life. World War II again transformed the nation as it ushered in the "age of affluence" and cold wars in the international and domestic realms. Offered alternate years. (A,3) Prerequisites: HIS 130 and HIS 131 or permission of the instructor.

**HIS 331. The Age of Affluence: The United States Since 1945 ..... 4 hours**

An interdisciplinary study of American life since World War II, this course will emphasize political, economic and social developments. Foreign policy is considered principally with respect to its impact on domestic affairs. Offered alternate years. (A,3)

**HIS 340. Dictatorship and Democracy in Latin America ..... 4 hours**

This course will examine the roots, character and impact of authoritarian rule – and resulting resistance movements – in Latin America. Included will be a look at the caudillos 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. Offered alternate years. (L,3) Prerequisite: HIS 240 or permission of the instructor.

**FRE 402. The Modern French Republics and Their Institutions ..... 4 hours**

A study of both political and cultural institutions in France from 1870 to the present with emphasis on the traditions established by the new republican government in the 1880s and the creation in 1958 of the Fifth Republic under which France is currently governed. Taught in French. Prerequisite: FRE 301.

**HIS 412. Radical Religion and Revolution ..... 4 hours**

This course will examine the role of radical theologies in shaping a series of rebellions and revolutions in the Middle Ages and the Early Modern era. Some of the conflicts studied will include the Hussite Revolution, The German Reformation and the English Civil War. In addition, some modern examples illustrating the connections between religion and revolutionary thought, in particular, liberation theology in Latin America and the current crisis in the Middle East will be considered. Offered spring semester in alternative years. (E,2) Prerequisite: Junior or senior standing, or permission of the instructor.

**HIS 413. The Witch Craze ..... 4 hours**  
The era of the Renaissance, the supposed “rebirth” of classical civilization, also witnessed one of the more horrific episodes of modern times: the witch-craze of the 16<sup>th</sup> and 17<sup>th</sup> centuries. Large-scale persecution of witches peaked in the years between 1590 and 1630. Although there has been a good deal of scholarly work done on the problem, much of it has been marred by misconceptions and methodological errors. Our task in this course will be to attempt to come to a more sophisticated understanding of the persecution of witches, its causes, and the relationship of the “witch-craze” to the development of modern consciousness. Offered biennially in the spring. Prerequisite: HIS 211 or HIS 212, or permission of the instructor.

**HIS 431. History of United States Foreign Relations..... 4 hours**  
This course is a study of major developments in American diplomacy from the end of the Revolution until 1945. Prerequisite: at least one prior United States history course, or permission of the instructor. Offered alternate years. (A,3)

**HIS 400. Advanced Independent Study in History..... 1-4 hours**  
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 History ..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Atlanta History Center, the Atlanta Preservation Center, the Holocaust Center and the Coosawatee Foundation archeological dig. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**HIS 490. Advanced Special Topics in History..... 4 hours**  
Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

### **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 36 semester hours beyond core requirements and include at least one semester of a foreign language at the second semester elementary-level or higher. At least 16 semester hours of the major must be completed in courses above the introductory level in one particular discipline. This discipline will be defined as the major’s area of concentration. 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 and also online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: IPM), to be approved by the chairperson of the division in which the proposed major's area of concentration is housed and also by the provost or designated associate 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 area of 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.

The student must secure written approval from his or her academic adviser, the chairperson of the division, and the provost or designated associate provost. The provost or associate provost will then submit the approved application to 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 20 semester hours, of which at least 8 semester hours are in one discipline, which is the minor's area of concentration, and must be at the 300 or 400 level. Of the other 12 semesters hours included in the minor, another 8 semester hours 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 and also online at [www.oglethorpe.edu](http://www.oglethorpe.edu) (keyword: IPM), to be approved by the chairperson of the division in which the proposed minor's area of concentration is included and also by the provost or designated associate 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 area of 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.

The student must secure written approval from his or her academic adviser, the chairperson of the division, and the provost or designated associate provost. The provost or associate provost will then submit the approved application to the registrar's office. The registrar will notify the student and the student's adviser of the acceptance of the proposal.

## Interdisciplinary Studies

---

**INT 200. Independent Study in Interdisciplinary Studies..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**INT 290. Special Topics in Interdisciplinary Studies..... 1-5 hours**

These courses will focus on materials and topics that transcend the boundaries of specific academic disciplines and are not offered on a regular basis. Such courses have included Bioethics; Environmental Science; Art of the Film I and II; Film Adaptations of Novels; and What Counts As Art? that included a trip to New York City. Prerequisite: See individual course listing in the current semester course schedule.

**UEP 320. Urban Ecology ..... 5 hours**

Urban areas are growing worldwide and negatively affecting natural and social resources. Effective management of these impacts requires the integration of natural and social science into a new discipline called urban ecology. This course describes the state of urban ecological knowledge and best management practices in urban planning 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.

**ULP 303. The New American City ..... 4 hours**

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, 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 Practice ..... 4 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 400. Advanced Independent Study in Interdisciplinary Studies.....1-4 hours**

This course will be conducted as supervised advanced research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**INT 401. Internship in Interdisciplinary Studies..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**INT 490. Advanced Special Topics in Interdisciplinary Studies ..... 4 hours**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

## **International Partner – Dual Degree Programs**

---

**International Partner - Dual Degree - Université Catholique de Lille in France**

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 fifth year of his or her program. An exchange and translation of transcripts finalizes the two degrees.

**International Partner - Dual Degree - Seigakuin University in Japan**

Oglethorpe University offers a dual degree program in conjunction with the Euro-American Culture Department at Seigakuin University in Japan. The program requires the student to complete the first two years of study at Oglethorpe and the third and fourth years at Seigakuin. Students take courses at Oglethorpe in the core curriculum and international studies. Courses taken at Seigakuin include Comparative Culture, Intercultural Communication, and The Japanese Economy. The student returns to Oglethorpe to complete the fifth year of the program. Upon completion, two bachelor of arts degrees are granted, one by Oglethorpe and one by Seigakuin. The ability to take junior- and senior-level classes in Japanese is required.

## **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 completion of International Relations, International Economics, the language requirement (explained below) and six of the following courses with a grade of "C-" or higher in each course:

BUS 370. International Business  
 ECO 320. Economic Development  
 FRE 402. The Modern French Republics and Their Institutions  
 FRE 403. Franco-American Relations in Trade and Culture  
 HIS 215. The Age of World War – Europe 1914-1945  
 HIS 240. Latin America to Independence  
 HIS 290. Special Topics in History \*  
 HIS 312. German History Since 1800  
 HIS 321. Russian History Since 1861  
 HIS 340. Dictatorship and Democracy in Latin America  
 HIS 431. History of United States Foreign Relations  
 HIS 400. Advanced Independent Study in History \*  
 HIS 490. Advanced Special Topics in History \*  
 INS 400. Advanced Independent Study in International Studies  
 INS 401. Internship in International Studies  
 POL 131. Introduction to Comparative Politics  
 POL 211. War  
 POL 231. Asian Politics  
 POL 290. Special Topics in Politics \*  
 POL 311. United States Foreign Policy  
 POL 321. Political Development  
 POL 331. Comparative Politics of China and Japan  
 POL 361. European Politics  
 POL 411. War, Peace and Security  
 POL 422. Seminar in Chinese Politics  
 POL 431. Seminar in Politics and Culture \*  
 POL 400. Advanced Independent Study in Politics \*  
 POL 490. Advanced Special Topics 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. In the case of Japanese, the language requirement may be satisfied by completing Intermediate Japanese II and either JPN 250 or 251.

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.

**INS 200. Independent Study in International Studies ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**INS 400. Advanced Independent Study in International Studies ..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 Studies ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Southern Center for International Studies, Hispanic Chamber of Commerce, the United States Department of State and the Georgia Department of Industry, Trade and Tourism. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

## **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 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:

- ART 330. Far Eastern Art History – India, China, Tibet and Japan
- JPN 250. Premodern Japanese Literature in Translation
- JPN 251. Modern Japanese Literature
- JPN 290., JPN 291. Special Topics in Japanese Language, Literature and Culture I, II
- POL 331. Comparative Politics of China and Japan

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, II..... 4 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 200. Independent Study in Japanese ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**JPN 201. Intermediate Japanese I.....4 hours**

A continuation of elementary Japanese, the first semester of the second-year sequence focuses on conversational skills and vocabulary building and extends the student's proficiency in reading and writing. Aspects of the Japanese culture and society are also explored. Prerequisite: JPN 102 or permission of the instructor.

**JPN 202. Intermediate Japanese II.....4 hours**

This course consolidates and integrates the student's knowledge of basic grammatical patterns and introduces advanced grammatical structures. Further practice in reading and writing prepares the student to pursue further study in areas related to his or her major. Audio-visual materials are used more extensively to supplement the main text. Prerequisite: JPN 201 or permission of the instructor.

**JPN 250. Premodern Japanese Literature in Translation .....4 hours**

This course is a survey of Japanese literature from the classical to the early modern period. Students will read and analyze selections from the creation myths, court romances, poetry collections, noh drama, puppet theater and vernacular literature. The relation between literature and its historical and cultural context will also be explored. All readings are in English translation.

**JPN 251. Modern Japanese Literature .....4 hours**

The development of Japan's modern literary tradition will be examined beginning in the early decades of modernization through the interwar years and the postwar period. Readings will include the fiction of 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 are in English translation.

**JPN 290, JPN 291. Special Topics in Japanese Language, Literature and Culture I, II..... 4 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. Prerequisite: See individual course listing in the current semester course schedule.

**JPN 400. Advanced Independent Study in Japanese..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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*.

**JPN 490, JPN 491. Advanced Special Topics in Japanese Language, Literature and Culture I, II..... 4 plus 4 hours**  
Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

## **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, II..... 4 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, II..... 4 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 both the 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;
- 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 and computer science courses with a grade of “C-” or higher:

- CSC 201. Introduction to Programming
- MAT 131. Calculus I
- MAT 132. Calculus II

- MAT 233. Calculus III
- MAT 241. Differential Equations
- MAT 261. Proof and Logic: An Introduction to Post-Calculus Mathematics
- MAT 341. Probability
- MAT 351. Complex Analysis
- MAT 362. Linear Algebra
- MAT 463. Abstract Algebra
- MAT 490. Advanced 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 five courses below with a grade of “C-” or higher:

- MAT 131. .... Calculus I
- MAT 132. .... Calculus II
- MAT 233. .... Calculus III

Two additional mathematics 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 Modeling..... 4 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. Offered every fall semester.

**MAT 103. Precalculus..... 4 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. Offered every spring semester.

**MAT 111. Statistics..... 4 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. Offered every semester.

**MAT 121. Applied Calculus..... 4 hours**

This is the recommended calculus course for students in accounting, business, economics and the social sciences. The goal of this course is to present calculus in an intuitive yet intellectually satisfying way and to illustrate the many applications of calculus to those students’ fields. Topics include functions, limits, 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. Offered every semester.

**MAT 131. Calculus I ..... 4 hours**

Calculus I, II and III form the sequence for students in mathematics and the sciences. The objective of these three courses is to introduce the fundamental ideas of the differential and integral calculus as they pertain to functions of both one and several variables. Topics for Calculus I include limits, continuity, rates of change, derivatives, the Mean Value Theorem, applications of the derivative, related rates, optimization problems and introduction to area and integration, and the Fundamental Theorem of Calculus. Offered every fall semester. Prerequisite: MAT 103 is *recommended* for students who would like a refresher in precalculus and/or trigonometry.

**MAT 132. Calculus II ..... 4 hours**

This course is a continuation of Calculus I. Topics include inverse functions, exponential and logarithmic functions, techniques of integration, applications of integration, and sequences and series. Offered every spring semester. Prerequisite: MAT 131 with a grade of "C-" or higher. Alternate prerequisites: MAT 121 with a grade of "B" or higher and permission of the instructor.

**MAT 200. Independent Study in Mathematics ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**MAT 233. Calculus III ..... 4 hours**

This course is a continuation of Calculus II. Topics include the basic geometry of Euclidean 3-space (vectors, lines, planes), vector functions/curves (limits, derivatives, and integrals), multivariable functions (limits, partial derivatives, and multiple integrals), and a brief introduction to vector fields. Offered every fall semester. Prerequisite: MAT 132 with a grade of "C-" or higher.

**MAT 241. Differential Equations ..... 4 hours**

The objective of this course is to introduce the fundamental ideas of the theory of ordinary differential equations and to consider some of the applications of this theory to the 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. Offered spring semester of even years. Prerequisite: MAT 233 with a grade of "C-" or higher.

**MAT 251. Classical and Modern Geometries ..... 4 hours**

This course provides a rigorous survey of classical and modern geometries. The intellectual and historical impact that geometry has had over the millennia is an underlying theme. Topics include: axiomatic and topological foundations; Euclidean geometry and its constructions; hyperbolic geometry; spherical geometry; projective geometry; and finite geometries. 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. Proof and Logic: An Introduction to Post-Calculus Mathematics** ..... 4 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. Offered fall semester of even years. Prerequisite: MAT 132 with a grade of "C-" or higher.
- MAT 290. Special Topics in Mathematics** ..... 1-4 hours  
 Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Offered irregularly. Prerequisite: See individual course listing in the current semester course schedule.
- MAT 341. Probability**..... 4 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. Offered fall semester of even years. Prerequisite: MAT 132 with a grade of "C-" or higher.
- MAT 351. Complex Analysis** ..... 4 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. Offered spring semester of odd years. Prerequisite: MAT 233 with a grade of "C-" or higher.
- MAT 362. Linear Algebra** ..... 4 hours  
 The objective of this course is to introduce the fundamental ideas of linear algebra. Topics include linear equations, matrices, determinants, vector spaces, inner products, linear transformation, eigenvalues and eigenvectors. Offered spring semester of odd years. 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 Algebra** ..... 4 hours  
 The objective of this course is to introduce the fundamental ideas of modern algebra. Topics include sets, mappings, the integers, groups, rings and fields. Offered fall semester of odd years. Prerequisite: MAT 362 with a grade of "C-" or higher.
- MAT 400. Advanced Independent Study in Mathematics**..... 1-4 hours  
 Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost no later than the 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 490. Advanced Special Topics in Mathematics**..... 4 hours  
 Selected topics in advanced mathematics are offered such as Combinatorics, Cryptography, Differential Geometry, Graph Theory, Mathematical Statistics, Number Theory, Real Analysis, Set Theory, Topology, and Vector Calculus. Offered spring semester of even years. 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 491. Internship in Mathematics** ..... 1-4 hours  
 An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty

supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Lynwood Park Community Center Education Program, Internal Revenue Service and various actuarial and consulting firms. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

## **Music**

---

Music at Oglethorpe is designed to encourage students to participate in the creative experience of making music whether at a beginning, intermediate, or advanced level. As such, all offerings are available to students of all disciplines with minimal or no course prerequisites.

### **MUS 134. University Singers ..... 1 hour**

This is the University's auditioned, mixed-voice concert choir. It is the primary musical ensemble for the study and performance of choral music, both accompanied and unaccompanied, from the renaissance to the present. The University chorale chamber choir is chosen by audition from members of the University Singers. Prerequisites: An audition and permission of the instructor/conductor.

### **MUS 135. Beginning Class Voice..... 1 hour**

This course is an introduction to the basics of singing which includes posture, breath pressure, phonation, diction, tone and intonation. A variety of easy vocal literature will be studied and performed. Prerequisite: Permission of the instructor.

### **MUS 136. Applied Instruction in Music..... 1-2 hours**

The study, practice and performance of techniques and literature on an individual basis. The following areas of private lessons are available: Instrumental (strings, brass and woodwinds); Piano; Voice; Guitar; and Harpsichord. Provides one thirty-minute lesson per week; the semester may culminate in a jury exam if deemed appropriate by the instructor. The instructor determines level of study (beginning, intermediate or advanced) and sets appropriate goals. Prerequisite: Permission of the instructor or the Director of Music.

### **MUS 290. Special Topics in Music..... 1-4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum such as Woodwind Ensemble; Basic Techniques of Conducting; Rudiments of Musical Literacy; Keyboard Accompanying; etc. Prerequisite: see individual course listings in the current semester course schedule.

### **MUS 400. Advanced Independent Study in Music..... 1-4 hours**

Supervised advanced research on a selected project or paper. It provides students an opportunity to study and analyze, in depth, a specific musical style, composer, work, genre, etc. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.



**MUS 490. Advanced Special Topics in Music..... 4 hours**

This course will be offered periodically as determined by the needs of the curriculum and will be a study of a selected topic in music, such as Fundamentals of Music; Masterpieces of Choral Literature; Roots of American Music; Philosophy of Music and Aesthetics; and World Music. Prerequisite: COR 103 or permission of the instructor.

**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 11 courses in philosophy in addition to a foreign language requirement. The philosophy courses must be completed with a grade of "C-" or higher:

- PHI 201. Formal Logic
- PHI 204. Plato or PHI 205. Aristotle (ancient philosophy)
- PHI 206. Modern Philosophy or POL 342. Political Philosophy II: Modern (modern philosophy)
- PHI 302. Epistemology
- PHI 404. 20<sup>th</sup> Century Continental Philosophy
- PHI 405. 20<sup>th</sup> Century Analytic Philosophy

- One course on a single philosopher or philosophical movement
- Three philosophy electives
- One semester of a foreign language at the second semester elementary-level or higher

In addition, one course selected from the following:

- PHI 304. Philosophy of Mind
- PHI 306. Metaphysics
- PHI 406. Philosophy of Language

Philosophy majors graduate with a Bachelor of Arts degree.

**Minor**

The philosophy minor consists of six courses in philosophy which must include:

- PHI 201. Formal Logic
- PHI 204. Plato or PHI 205. Aristotle (ancient philosophy)
- PHI 206. Modern Philosophy or POL 342. Political Philosophy II: Modern (modern philosophy)
- PHI 302. Epistemology or PHI 306. Metaphysics Two philosophy electives

**PHI 101. What is Philosophy?..... 4 hours**  
 This course introduces students to philosophy through some of the major works in philosophy’s history. Socrates’ dictum “... an unexamined life is not worth living” will be taken as the motto. Philosophy, in other words, is not just a way of thinking, but a way of life that requires examination of ideas and the world in which we live with clarity and courage. Offered every fall.

**PHI 200. Independent Study in Philosophy ..... 1-4 hours**  
 This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s adviser and the provost or associate provost. The completed application must be submitted to the registrar’s office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**PHI 201. Formal Logic ..... 4 hours**  
 This course is a survey of formal techniques used in evaluating and analyzing arguments. Syntax, semantics and proof systems of both propositional logic (the truth-functions) and predicate calculus will be covered. Offered biennially in the spring.

**PHI 202. Ethical Theory..... 4 hours**  
 In this course, students will read several contemporary works concerning the nature of the ethical. Works will be drawn from both the analytic and the Continental traditions and an effort will be made to put the two traditions into dialogues with each other. Offered biennially in the spring.

**PHI 204. Plato..... 4 hours**  
 This course is a study of the philosophy of Plato through a reading of his major dialogues. In addition to the “Socratic” dialogues, readings will include the *Phaedo*, *Phaedrus*, *Symposium*, *Republic* and *Timaeus*. . Offered biennially in the fall.

**PHI 205. Aristotle ..... 4 hours**  
 This course is a study of the philosophy of Aristotle through a reading of his major works. Readings will include portions of the *Logic*, *Physics*, *DeAnima*, *Metaphysics* and *Nicomachean Ethics*. Offered biennially in the fall.

**PHI 206. Modern Philosophy.....4 hours**

The early modern period (early 1600s to mid-1700s) is one of the most fertile in philosophy's history and the period when many of philosophy's central themes and methods come to be most clearly articulated. The goal in this course will be to acquire a basic understanding of the thought of the continental Rationalist (of particular note will be their views on the nature, sources, and extent of knowledge and their views on metaphysics [the study of reality in its broadest and most general terms]). Their views are interesting in themselves but also essential to the study of more recent philosophy and helpful in gaining a sense of the intellectual life of early modern Europe. Offered biennially in the spring.

**PHI 207. Aesthetics .....4 hours**

What makes something a work of art and not a pile of bricks? Presumably the same thing that makes something a work of art and not a collection of particles of non-organic mater suspended in linseed oil and pressed against a prepared oak panel. But what is that thing? Put more broadly: is there a real distinction between what counts as a work of art and what doesn't? Over the course of the semester various philosophical attempts to come to terms with these sorts of questions will be examined. Offered biennially in the fall.

**PHI 208. Philosophy of Science.....4 hours**

Philosophical analyses of central scientific concepts – prediction, explanation, evidence, and laws will be explored in this class. There will be a special emphasis on the distinction between science and pseudoscience and the relation between theory and observation. Offered biennially in the spring.

**PHI 290. Special Topics in Philosophy .....4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**PHI 302. Epistemology .....4 hours**

This course will cover various issues concerned with the nature and validity of human knowledge. The topics studied will include the distinction between knowledge and belief, arguments for and against skepticism, perception and our knowledge of the physical world and the nature of truth. Offered triennially in the fall. Prerequisites: 8 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 303. Space, Time and God.....4 hours**

This course examines our conception of the universe as a totality, both in its own nature and in relation to an external cause. We will consider whether space and time are "absolute" realities or only systems of relations among objects, whether they are finite or infinite and whether or not there logically could exist space-time universes in addition to our own. The course will conclude with the question of whether our space-time universe is self-sufficient or requires an ultimate cause or explanation (God) outside of itself.

**PHI 304. Philosophy of Mind .....4 hours**

This course involves the study of philosophical questions about the nature of human persons. Students will examine 1) the mind-body problem – the nature of the mind and consciousness and the relation of consciousness to physical processes within the body; 2) personal identity – what makes a person one mind or subject both at a single moment and over time; 3) free will – the status of a person as a free agent and the relation of this freedom to the causally determined processes in the person's body.

**PHI 305. Nietzsche..... 4 hours**

In this course students will study the philosophy of Nietzsche through a reading of his major works, including *The Birth of Tragedy*, *The Uses and Abuses of History for Life*, *Thus Spake Zarathustra*, *Beyond Good and Evil*, *Twilight of the Idols* and *The Anti-Christ*. Students will also study some contemporary and influential readings of Nietzsche.

**PHI 306. Metaphysics ..... 4 hours**

Metaphysics is that branch of philosophy that conducts the most general inquiry possible into the nature of reality. It asks questions like: What is the nature of space and time? What is substance? What is the distinction between substances and those characteristics - properties - shared by multiple substances? What is the nature of possibility and necessity? Offered biennially in the fall. Prerequisites: 8 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 307. Existentialism..... 4 hours**

Existentialism has a gloomy reputation, and that reputation is wholly undeserved. Far from being a moody, angst-ridden meditation on the futility of human existence, existentialism is focused on everyday experience and on the extent to which philosophical reflection always and already takes place in the context of a world. It seeks to illustrate the task, as Merleau-Ponty has it, "not of explaining the world or of discovering its conditions of possibility, but of formulating an experience off the world." It's on this notion of a formulation of experience that this course will concentrate, focusing mainly on Sartre's Being and Nothingness. Offered biennially in the fall. Prerequisites: two courses in philosophy or permission of the instructor.

**PHI 323. Internship in Philosophy ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the American Civil Liberties Union, the Georgia Attorney General's Office and Georgia Justice Project. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**POL 341. Political Philosophy I: Ancient and Medieval ..... 4 hours**

This is an examination of the origins of philosophical reflection on the fundamental issues of politics, which is designed to lead to the critical consideration of the political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Portions of the works of Aristophanes, Plato, Aristotle, Aquinas and Alfarabi are examined. Prerequisite: COR 201 or permission of the instructor.

**POL 342. Political Philosophy II: Modern..... 4 hours**

This is a critical examination of the peculiarly modern political and philosophical stance beginning where Political Philosophy I concludes. Among the authors discussed are Machiavelli, Hobbes, Rousseau, Kant and Kojeve. Prerequisite: POL 341 or permission of the instructor.

**PHI 400. Advanced Independent Study in Philosophy ..... 1-4 hours**  
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 401. The Philosophical Response to the Scientific Revolution ..... 4 hours**  
This course is a study of the philosophical systems of Hobbes, Descartes, Spinoza and Leibniz. Each of these philosophies is an attempt to come to terms with the scientific picture of the world which had been given to the West by Copernicus and Galileo. The course begins with the materialist philosophy of Hobbes, followed by Descartes' dualistic (between mind and matter) view of the created world and then considers Spinoza's pantheistic monism and Leibniz's idealistic atomism as responses to the difficulties in the Cartesian philosophy.

**PHI 403. Heidegger's *Being and Time* ..... 4 hours**  
This course involves a close and patient reading of one of the most important and difficult works of Continental philosophy. An effort will be made to avoid speaking "heideggerianese" and to translate the dense language of the text into a way of speaking accessible to students.

**PHI 404. 20<sup>th</sup> Century Continental Philosophy ..... 4 hours**  
Continent philosophy is a somewhat contentious notion for two reasons. First, there are some who doubt whether it is philosophy at all, Secondly, there are those who wonder whether it is actually a helpful description. What this course intends to do is look at French philosophy with a German accent, takings as its guiding thread Derrida's celebrated claim that philosophy today is a continual dialogue with Hegel, Husserl and Heidegger. Offered biennially in the spring. Prerequisites: 12 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 405. 20<sup>th</sup> Century Analytic Philosophy ..... 4 hours**  
Analytic philosophy has come to dominate philosophy in English-speaking countries. It is difficult to characterize easily because it is not really dominated by any one overarching issue or methodology, but instead by an overlapping set of issues and methodologies. It is characterized, too, by a respect for the natural sciences and the methodology of modern linguistics. This course will focus on the logical positivist movement that grew out of classic British empiricism and the simultaneous development of Frege and Russel's views. Then the Quinean rejection of logical positivism will be traced and Quine's extreme naturalism, concluding with Kripke and a return to a classic style of philosophy. Offered biennially in the spring. Prerequisites: 12 semester hours in philosophy courses with a grade of "C-" or higher.

**PHI 406. Philosophy of Language ..... 4 hours**  
Philosophy of language is traditionally an inquiry into the most general features of structured communication. This course will deal with questions such as the nature of meaning (how is it that words come to mean things?), the nature of linguistic content (what do words express?), and the analysis of conversation (including metaphor, non-literal meaning, presupposition, and conversational implicature).

**PHI 490. Advanced Special Topics in Philosophy: Philosophers ..... 4 hours**  
Intensive study of the thought of a single important philosopher or group of philosophers will be covered in this course. Prerequisite: See individual course listing in the current semester course schedule.

**PHI 491. Advanced Special Topics in Philosophy: Philosophical Issues and Problems.....4 hours**  
Studies of selected philosophical questions usually of special relevance to the present day have included courses such as Philosophy of History, War and Its Justification and Philosophical Issues in Women's Rights; and What Counts As Art? that included a trip to New York City. Prerequisites: See individual course listing in the current semester course schedule.

## **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 introductory science courses (BIO 101 General Biology I, CHM 101 General Chemistry I, CHM 101L General Chemistry Laboratory I, PHY 101 General Physics I and PHY 101L Introductory Physics Laboratory I) 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; or
2. By achieving a score of 550 or higher on the Mathematics Section of the SAT (the College Entrance Examination Board's Scholastic Assessment Test) or a score of 22 or higher on the Mathematics Section of the ACT (the American College Testing Program Assessment); or
3. By earning a grade of "C-" or higher in MAT 103 Precalculus or MAT 131 Calculus I at Oglethorpe University (or the equivalent course at a college or university; high school precalculus and high school calculus do NOT fulfill the prerequisite). PHY 201 College Physics I has MAT 131 Calculus I as a pre- or co-requisite, meaning that MAT 131 must be taken simultaneously with PHY 201 if MAT 131 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. Several of these courses have associated laboratory courses which are required and should be taken concurrently with the lecture course. 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, II..... 4 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 Cutnell and Johnson, *College Physics*. Three lectures per week. Prerequisite: MAT 103; PHY 101 must precede PHY 102. Corequisites: PHY 101L and PHY 102L.

**PHY 200. Independent Study in Physics ..... 1-5 hours**  
This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**PHY 201, PHY 202. College Physics I, II..... 5 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, II..... 4 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 Electronics..... 4 hours**  
This course is designed primarily for science majors and dual degree engineering students. Coverage includes DC and AC circuits, semi-conductor devices, amplifiers, oscillators and digital devices. The intent is to provide a working understanding of common instrumentation in science and technology. Text will be on the level of Simpson, *Electronics for Scientists and Engineers*. Prerequisite: PHY 102 or PHY 212 with a grade of "C-" or higher.

**PHY 232L. Fundamentals of Electronics Laboratory ..... 1 hour**  
Laboratory work will involve design, construction, troubleshooting and analysis of standard analog and digital circuits. Corequisite: PHY 232.

**PHY 290. Special Topics in Physics ..... 1-4 hours**  
Topics are drawn from areas of theoretical or experimental physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard

courses offered in the physics department. This course is appropriate for students at the intermediate level of preparation.

**PHY 331, PHY 332. Electricity and Magnetism I, II ..... 4 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 Physics ..... 4 hours**

The purpose of this course is to provide physics, engineering and chemistry majors with a fundamental understanding of heat and the equilibrium behavior of complex systems including statistical mechanics. Topics will include the zeroth, first and second laws of thermodynamics with applications to closed and open systems; microcanonical and canonical ensembles for classical and quantum systems, with applications to ideal gases, specific heats, blackbody radiation, etc.; the kinetic description of equilibrium properties. Text will be on the level of Kestin and Dorfman or Zemansky. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course.

**PHY 333L. Thermal and Statistical Physics Laboratory ..... 1 hour**

Laboratory work will include experiments involving thermal expansion, behavior of ideal and real gases, determination of adiabatic constants for gases, measurement of the density anomaly of water, diffusion in gases, liquids and solids, superconductivity and the critical temperature. Corequisite: PHY 333.

**PHY 335. Introduction to Modern Optics ..... 4 hours**

A standard intermediate-level optics course which will treat the basics of wave theory and the electromagnetic origin of optical phenomena, geometrical optics, physical optics including Fourier optics, Fraunhofer and Fresnel diffraction and dispersion. The course will conclude with some consideration of current topics such as holography, quantum optics and non-linear optics. Text will be on the level of Jenkins and White or Hecht. Prerequisites: MAT 132 and PHY 202 with a grade of "C-" or higher in each course.

**PHY 335L. Modern Optics Laboratory ..... 1 hour**

A non-introductory optics laboratory, this course encompasses both geometric and wave optics including measurements of the speed of light, refractive indices, polarization of light, spectroscopy, lasers, holography and interference phenomena and instruments. Prerequisite or corequisite: PHY 335.

**PHY 400. Advanced Independent Study in Physics ..... 1-5 hours**

Supervised study of a topic of interest to the student, which is not treated in the regularly scheduled course offerings. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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*.

**PHY 421, PHY 422. Introduction to Modern Physics I, II ..... 4 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 semes-



ter will review special relativity and treat the foundations of quantum physics from a historical perspective; the quantum theory of one-electron atoms will be developed. In the second semester, there will be a treatment of many-electron atoms, molecules and solids, with an introduction to nuclear and elementary particle physics. The text will be on the level of Eisberg and Resnick, *Quantum Physics* Prerequisites: *MAT 132 and PHY 202; PHY 421 must precede PHY 422.*

**PHY 421L, PHY 422L. Modern Physics Laboratory I, II..... 1 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 Physics..... 4 hours**  
This course will examine a variety of mathematical ideas and methods used in physical sciences. Topics may include: vector calculus; solutions of partial differential equations, including the wave and heat equations; special functions; eigenvalue problems; Fourier analysis and mathematical modeling, particularly numerical computer methods. Text will be on the level of Arfken or Mathews and Walker. Prerequisite: MAT 241 with a grade of "C-" or higher.

**PHY 490. Advanced Special Topics in Theoretical Physics..... 1-5 hours**  
Topics are drawn from areas of theoretical physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard courses offered in the physics department. This course is appropriate for students at the advanced level of preparation.

**PHY 491. Advanced Special Topics in Experimental Physics ..... 1-5 hours**  
Topics are drawn from areas of experimental physics, or closely related fields such as astronomy and cosmology, which are not treated in detail in standard courses offered in the physics department. This course is appropriate for students at the advanced level of preparation.

**PHY 495. Internship in Physics..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at a number of local engineering firms and technically-based corporations and labs. Prerequisites: Permission of the faculty supervisor, qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

## **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 and molds international relations. At Oglethorpe, students of politics encounter a wide range of opinions, beliefs and scholarly analysis as to the nature of politics and what constitutes the legitimate aims of political action. Differences and disagreements abound, providing a rich environment for students to develop their own informed opinions honed

through healthy debate with their colleagues. In addition, politics majors gain both substantive knowledge and analytic skills. Introductory classes in American politics, comparative politics, international relations and political philosophy provide the foundation for subsequent pursuit of more specialized study undertaken in higher-level courses. Skills acquired include: close critical reading of texts; inductive, deductive and analogical reasoning; substantiating arguments; comparing across cases; and making generalizations.

Oglethorpe's location provides numerous opportunities to study and engage with real world politics, be they local, national or international. Atlanta is home to the Georgia state government, The Carter Center and the Martin Luther King, Jr. Center. Students have taken advantage of the Georgia's Legislative Intern and Governor's Intern Programs, as well as worked with the Georgia State Legislature, the Department of Industry, Trade and Tourism and the League of Women Voters, participated in The Carter Center Internship Program and worked with a variety of governmental and grassroots programs.

Resources at Oglethorpe serve to help students engage actively in politics. Through career services, students can identify and create other internships. Oglethorpe's affiliations with The Washington Center for Internships and the Washington Semester Program of American University allow students to study politics and intern in the nation's capital. Students can also use internship credit towards their major requirements. In an increasingly globalized world, Oglethorpe's study abroad programs provide the opportunity to gain in-depth experience of the politics and culture of another country for periods ranging from a week to a semester 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**

Students majoring in politics must complete at least 10 courses in the discipline, with a grade of "C-" or higher in each course. The following four courses 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 Politics ..... 4 hours**

This course is an introduction to the fundamental questions of politics through an examination of the American founding and political institutions. Offered every year.

**POL 111. International Relations..... 4 hours**

This course is an introduction to the conduct of politics in a condition of anarchy. The central issues will be how and whether independent states can establish and preserve international order and cooperate for the achievement of their common interests in an anarchic environment. These questions will be explored through a reading of relevant history and theoretical writings and an examination of present and future trends influencing world politics. Offered fall semester.

**POL 121. Introduction to Comparative Politics ..... 4 hours**

This course traces the evolution of major theories and methodologies of comparative politics from the 1960s to present, analyzing both their distinguishing characteristics and how these theories respond to the prominent political issues and intellectual debates of their times. Topics to be covered include: political behavior, political culture, revolutions, modernization, political economy, rational choice, institutions and the state with democratization serving as an overarching theme. Offered spring semester.

**POL 200. Independent Study in Politics..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**POL 201. Constitutional Law..... 4 hours**

In this course, we will examine the Constitution and the efforts of the United States Supreme Court to expound and interpret it. In addition to reading and briefing many Supreme Court decisions, students will examine some leading contemporary works in constitutional and legal theory. Offered spring semester in alternate years. Prerequisite: POL 101.

**POL 211. War..... 4 hours**

What is war? How and to what extent has it changed through the ages? Why are wars won or lost? When is war just? How will war be fought in the future, with what results? Offered alternate years.

**POL 231. Asian Politics..... 4 hours**

This course is a general introduction to the variety of political systems in Asia, concentrating particularly on the nations of East Asia. It will emphasize the methods of comparative political study and will focus on understanding the factors that determine different political outcomes in nations that share a geographical region and many similar cultural and historical influences.

**POL 290. Special Topics in Politics..... 4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**POL 302. American Political Parties ..... 4 hours**

An in-depth study of the development of party organizations in the United States and an analysis of their bases of power. Offered fall semester of alternate years. Prerequisite: POL 101.

**POL 303. Congress and the Presidency ..... 4 hours**

An examination of the original arguments for the current American governmental structure and the problems now faced by these institutions. Offered spring semester of alternate years. Prerequisite: POL 101.

**ULP 303. The New American City ..... 4 hours**

The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, 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 every year.

**POL 304. African-American Politics ..... 4 hours**

This course is designed to provide students with an overview of the various strategies and tactics used by African-Americans to advance their economic, social and political agendas. As such, the course will provide a detailed examination of the successes and failures of the interaction between the United States political system and African-Americans from both an historic and present-day perspective. Offered every year. Prerequisite: Permission of the instructor.

**POL 311. United States Foreign Policy ..... 4 hours**

A history of American foreign policy since 1945, emphasis in this course will be on the description, explanation and evaluation of events and policies, not the study of policy-making as such.

**POL 321. Political Development ..... 4 hours**

This course surveys substantive themes and theoretical debates in the study of political development including: what is meant by 'political development,' cultural versus structural explanations for change, whether development is driven by domestic or international influences, political transitions and the relative significance of particular groups or institutions. Readings build from theoretical touchstones HNSO 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 Japan ..... 4 hours**

While Japan and China have both become prominent nation-states with increasing international influence, each country has achieved this feat through very different means. This course seeks to ascertain the sources and strength of their respective development paths as well as the prognosis for their political and economic futures. Topics to be covered include: state formation, ideology and political order, political and economic institutions, economic development strategies, 'Asian values,' state-society relations, regional and international relations. Prerequisite: POL 121, POL 231 or permission of the instructor.

**POL 341. Political Philosophy I: Ancient and Medieval ..... 4 hours**

This is an examination of the origins of philosophical reflection on the fundamental issues of politics, which is designed to lead to the critical consideration of the political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Portions of the works of Aristophanes, Plato, Cicero and Alfarabi are examined. Offered fall semester in alternate years. Prerequisite: COR 201 or permission of the instructor.

**POL 342. Political Philosophy II: Modern ..... 4 hours**

This is a critical examination of the peculiarly modern political and philosophical stance beginning where Political Philosophy I concludes. Among the authors discussed

are Machiavelli, Hobbes, Locke, Rousseau, Kant and Kojeve. Offered spring semester in alternate years. Prerequisite: POL 341 or permission of the instructor.

**POL 361. European Politics ..... 4 hours**  
This course is a factual, conceptual and historical introduction to politics on the European continent, including (but not necessarily limited to) Britain, France, Germany, Italy, Russia and the European Union. These regimes will be studied through a comparison of their social structures, party systems, institutions and constitutions, political cultures and (if possible) their domestic policies. Prerequisite: POL 101. Offered alternate years.

**POL 371. Survey of Research Methods ..... 4 hours**  
This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, hermeneutical research, case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research, the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to sue and assess research may find this course particularly valuable. This course is also cross listed as CRS 415 and SOC 310. Offered spring semester in alternate years. Prerequisite: Students with junior standing or permission of the instructor.

**POL 400. Advanced Independent Study in Politics ..... 1-4 hours**  
Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 411. War, Peace and Security ..... 4 hours**  
An in-depth treatment of one or more of the issues introduced in International Relations. The course will be conducted as a seminar, with the emphasis on reading, discussion and research. It will address the following questions: When and why do statesmen resort to force to resolve international conflicts? When does the threat of force succeed or fail and when and how ought one to employ it? When and why do states make peace? What are the causes of conflict in the present and future? What are the prospects for peace? Topics vary from year to year. Offered alternate years. Prerequisite: POL 111 or POL 311.

**POL 422. Seminar in Chinese Politics ..... 4 hours**  
This course explores the ongoing political, social and economic transformations in Communist China, with emphasis on the post-Mao era (1978 to the present). General themes include Maoist versus Dengist politics, revolution versus reform, market reform in a communist state, factionalism, central-local relations, state-society relations and China in the international order. The course also examines current political and social issues. Prerequisite: POL 121, POL 231 or permission of the instructor.

**POL 431. Seminar in Politics and Culture ..... 4 hours**  
This will be an upper-level seminar in the study of the relationship of politics and culture. Emphasis will be placed on understanding the nature and difficulties of cultural study, with particular attention to ethnographic or participant observer research methods. Focus of the seminar changes yearly but has included such topics as Judaism and Jewishness, Women and Politics and Language and Politics. Prerequisite: POL 101 or junior standing.

**POL 441. Seminar in Political Philosophy ..... 4 hours**  
An intensive examination of a text or theme introduced in the Political Philosophy sequence. Among the topics have been Rousseau's *Emile*, Spinoza and The German Enlightenment. Offered spring semester in alternate years. Prerequisite: Permission of the instructor.

**POL 451. Internship in Politics ..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Georgia State Legislature, the United States Department of State, The Carter Center and the Superior Court of Fulton County. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**POL 490. Advanced Special Topics in Politics ..... 4 hours**  
A variety of courses will be offered to respond to topical needs of the curriculum. Recent courses include Moral and Political Leadership, Dealing with Diversity, Criminal Law and Citizenship in Theory and Practice. Prerequisite: Permission of the instructor.

## **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 who plan 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.

Admission to professional schools of health science require successful completion of a specified sequence of courses in the natural sciences, courses in the humanities and social sciences, submission of acceptable scores on appropriate standardized tests as well as other requirements that are specific for particular schools. The Scientific Foundations for Future Physicians (SFFP) Committee, a partnership between the Association of American Medical Colleges and the Howard Hughes Medical Institute, notes in their 2009 report "The competencies for premedical education need to be broad and compatible with a strong liberal arts education"; this has been the practice at Oglethorpe for many years. The SFFP Committee defines the overarching competency at the time

of entry into medical school as: “(The applicant must) demonstrate both knowledge of and ability to use basic principles of mathematics and statistics, physics, chemistry, biochemistry, and biology needed for the application of the sciences to human health and disease.” Thus, students should familiarize themselves with the particular admission requirements for the type of professional school they plan to enter prior to deciding on the course of study to be pursued at Oglethorpe. An excellent starting point for this preliminary study is the website at [www.explorehealthcareers.com](http://www.explorehealthcareers.com).

Some schools of medicine, dentistry and veterinary medicine will admit highly qualified applicants who have completed all admission requirements for the professional school during three years of study at an undergraduate institution. (Four years of undergraduate work and a bachelor’s degree are standard requirements; admission after three years is highly atypical and is not available at all schools.) It is possible for students to enter an allopathic, osteopathic or podiatric medical school, dental school or veterinary school (no other health profession schools are eligible) after three years of study at Oglethorpe and to complete their bachelor’s degree under the **Professional Option**. By specific arrangement between the professional school and Oglethorpe University and in accordance with regulations of both institutions, after successful completion of all academic requirements of the first year in the professional school, the student receives a degree from Oglethorpe University when certified to be in good standing at the professional school. Students interested in this possibility should consult with their 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 and very unlikely for international applicants who are not citizens or permanent residents of the United States to gain admission to American medical schools. State-supported medical schools rarely consider international applicants; private medical schools that accept international applicants generally require them to place in escrow the equivalent of one to four years tuition and fees (U.S. \$50,000 to \$300,000). There are very few scholarships available to support any students at American medical schools; in order to qualify for loans that are sponsored by the United States government, the applicant must be a citizen or permanent resident. International students who plan to become medical doctors by completing their education at an American medical school should consider these issues very carefully before enrolling in an undergraduate pre-medical program in the United States.

## **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. This objective should include the ability to compare and contrast explanations offered by different schools of thought within each discipline. It also should include an understanding of both current and historically prominent developments in the various disciplines.
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, students must complete eight required foundation courses (each worth four semester hours, for a total of 32 semester hours) and five elective courses (each worth four semester hours, for a total of 20 semester hours), where at least one course is taken from each of the four discipline areas. The fifth elective course can be any additional psychology course. With prior approval of a psychology faculty member, two evening degree program (EDP) courses may be used to fulfill the fifth elective requirement. Students will need to complete two EDP courses because traditional undergraduate (TU) day courses are four semester hours each, and EDP courses are three semester hours each; thus one EDP course would not provide enough semester hours to substitute. Directed research, independent study, and internship hours cannot be counted toward the 20-hour elective course requirement.

The degree awarded is the Bachelor of Science. Please note that as a requirement for the major, students must complete at least one semester of a foreign language at the second semester elementary-level or higher. Any course taken outside of the traditional undergraduate program to satisfy degree requirements must be approved by the department. This includes courses offered in the evening degree program (EDP). Because EDP courses are three semester hours each, and do not offer the same breadth or depth of courses offered in the traditional undergraduate (TU) day program, these classes may not be used toward the fulfillment of required or elective courses for a major or minor in psychology, with one exception, see above. Transfer courses may satisfy major requirements if shown on an official transcript and approved by psychology faculty.

### **Minor**

A minor in psychology consists of Introduction to Psychology and any four additional courses in psychology. No course can be used to satisfy both major and minor requirements. Two EDP courses may be used to fulfill one of the electives required for the minor. Students will need to complete two courses because TU courses are 4 credits



and EDP courses are 3 credits; thus one EDP course would not provide enough credits to substitute. Directed research, independent study, and internship credits cannot be combined with an EDP course to constitute an elective.

**Required Foundation Courses**

- PSY 101. Introduction to Psychology
- MAT 111. Statistics
- PSY 209. Behavioral Neuroscience
- PSY 301. Research Methods
- PSY 302. Advanced Experimental Psychology
- PSY 405. History and Systems
- One semester of a foreign language at the second semester ..... elementary-level or higher

**Clinical Psychology Discipline Area**

- PSY 205. Theories of Personality
- PSY 206. Abnormal Psychology
- PSY 303. Psychological Testing

**Cognitive/Developmental Psychology Discipline Area**

- PSY 201. Developmental Psychology
- PSY 307. Cognitive Psychology

**Biopsychology Discipline Area**

- PSY 308. Sensation and Perception
- PSY 310. Drugs, Brain and Behavior

**Social Psychology Discipline Area**

- PSY 202. Organizational Psychology
- PSY 204. Social Psychology

**PSY 101. Introduction to Psychology ..... 4 hours**

This course provides a general introduction to psychology, with an emphasis on helping students appreciate how psychologist attempt to answer questions using the scientific method. Topics within neuropsychology, learning, memory, development, clinical and social psychology are considered from an empirical point of view. Offered every semester.

**PSY 200. Independent Study in Psychology ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student’s adviser and the provost or associate provost. The completed application must be submitted to the registrar’s office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this Bulletin.

**PSY 201. Developmental Psychology ..... 4 hours**

This course will focus on the current scientific thinking about human development from birth to adolescence and will integrate theoretical, research, and applied areas. Topics will include genetics and prenatal development, language acquisition, and cognitive and social development. Specific emphasis will be devoted to the social/cultural factors that may influence development. Offered annually in the spring. Prerequisite: PSY 101 with a grade of “C-” or higher.

**EDU 201. Educational Psychology ..... 4 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 fall. Prerequisite: PSY 101 with a grade of "C" or higher.

**PSY 202. Organizational Psychology ..... 4 hours**

Organizations and the individuals who function within them will be examined from the perspective of psychological theory and research. Consideration will be given both to broad topics relevant to all organizations, such as communications, groups and 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 Conditioning ..... 4 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 Psychology ..... 4 hours**

Social psychology is the study of how our thoughts, feelings and behavior are influenced by the presence of other people. The course will include a consideration of conformity, attraction, aggression, self-presentation, prejudice, helping behavior, and other relevant aspects of social life. Offered annually in the fall. Prerequisite: PSY 101 with a grade of "C-" or higher.

**PSY 205. Theories of Personality ..... 4 hours**

The goal of this course is to acquaint the student with the major theories of personality and with 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 206. Abnormal Psychology ..... 4 hours**

There are three main goals in this course. The first is to enhance the student's understanding of psychopathology and major treatment approaches. The second is to help the student learn to evaluate critically the research evidence regarding therapeutic interventions. The third is to encourage 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 209. Behavioral Neuroscience ..... 4 hours**

This course focuses on the relationship between biology and behavior. The anatomy, physiology, and chemistry of the central nervous system will be reviewed and the current scientific evidence concerning the relationship between biology and behavior will be presented. Evidence from research involving both physiological manipulations of animals and biological and pathological insults in humans are included. Topics include: research methodology, sleep, feeding, sexual behavior, learning and memory, language, psychopathology, and plasticity. Offered annually in the fall. Prerequisites: PSY 101 with a grade of "C-" or higher.

**PSY 290. Special Topics in Psychology .....4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester class schedule.

**PSY 301. Research Methods .....4 hours**

Through a combination of class discussion and hands-on research activity, this course provides students with exposure to a variety of research approaches. The course 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 Psychology.....4 hours**

This sequel to the introductory research methods course provides students with the opportunity to design, conduct, analyze, and report the findings of an individually planned and executed research project. This intensive, semester-long project will allow students to consolidate and apply the knowledge acquired in PSY 301, as well as expose students to the real-world challenges that often accompany scientific research.. Offered annually in the spring. Prerequisite: PSY 301.

**PSY 303. Psychological Testing .....4 hours**

This course covers the selection, interpretation and applications of psychological tests, including tests of intellectual ability, vocational and academic aptitudes and personality. The most common uses of test results in educational institutions, clinical settings, business, government and the military will be considered. The history of psychological testing and the interpretation of test results also will be considered from both traditional and critical perspectives. Although students will have the opportunity to see many psychological tests, this course is not intended to train students actually to administer tests. Offered odd years in the spring. Prerequisites: PSY 101 with a grade of "C-" or higher and MAT 111.

**PSY 307. Cognitive Psychology .....4 hours**

This course explores the nature and function of human thought processes and the research methods used to study them. Discussion will focus on theories about cognitive phenomena and the assumptions on which these theories and research are based. Topics to be covered include perception, attention, memory, intelligence, problem solving and reasoning, and language. Offered even years in the fall. Prerequisite: PSY 101 with a grade of "C-" or higher.

**PSY 308. Sensation and Perception.....4 hours**

This course explores how our sensory systems detect the physical world around us and how the brain interprets what these sensations mean. Topics covered will include psychophysical methods, signal detection theory, and the neural mechanisms underlying vision, hearing, taste, smell, and touch. Offered even years in the spring. Prerequisites: PSY 101 with a grade of "C-" or higher and PSY 309.

**PSY 310. Drugs, the Brain and Behavior .....4 hours**

This course examines the effects of psychoactive drugs on the central nervous system and, subsequently, behavior. Both recreational and illicit drugs and those used to treat mental disorders will be covered. In addition, the underlying brain and environmental factors thought to be responsible for drug addiction, tolerance and sensitivity, and the classification of common psychoactive drugs will be reviewed. Offered odd years in the spring. Prerequisites: PSY 101 with a grade of "C-" or higher and PSY 309.

**PSY 400. Advanced Independent Study in Psychology ..... 1-4 hours**  
This course provides the opportunity for an intense advanced study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's advisor and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**PSY 405. History and Systems of Psychology ..... 4 hours**  
This course serves as the capstone course and challenges students to synthesize information from all four years of study in psychology. A study of the historic development of modern psychology, this course covers its philosophical and scientific ancestry, the major schools of thought, the contemporary systems of psychology and their theoretical and empirical differences. Offered annually in the spring. Prerequisites: Open only to seniors who are psychology majors or minors, or biopsychology majors, or by permission of the instructor.

**PSY 406. Directed Research in Psychology ..... 4 hours**  
Original investigations and detailed studies of the literature in selected areas of psychology will be supervised by a faculty member. Emphasis will be on original research. Prerequisites: PSY 301 and permission of the instructor.

**PSY 407. Internship in Psychology ..... 1-4 hours**  
An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities mentioned in the major overview. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor acceptance of learning agreement proposal by the Experiential Education Committee.

**PSY 490. Advanced Special Topics in Psychology ..... 4 hours**  
The seminar will provide examination and discussion of various topics of contemporary interest in psychology. Prerequisite: PSY 101 with a grade of "C-" or higher.

## **Shakespeare and Renaissance Studies**

---

The Shakespeare and Renaissance Studies minor at Oglethorpe is intended to provide students with not only an in-depth understanding of the works of William Shakespeare but also an understanding of the time and culture in which he lived, as well as the value of understanding Shakespeare in performance. This program will also capitalize on the special relationship Oglethorpe University enjoys with Georgia Shakespeare, the professional theatre company in residence.

### **Minor**

Six courses must be completed from the three categories below as indicated. At least four of these must be in addition to other courses taken to fulfill requirements for a major or other minor.

Two courses with an emphasis on Shakespeare, such as:

- ENG 202. Shakespeare (or equivalent course such as Shakespeare's Comedies and Histories or Shakespeare's Tragedies and Romances)
- ENG 393. Special Topics in Literature and Culture: Shakespeare at Oxford (an occasional summer course)
- THE 305. Shakespearean Performance

Two courses with an historical component, at least one of which must be either:

- HIS 211. The Renaissance and Reformation or HIS 212. Early Modern Europe

Other options for fulfilling the historical component requirements include:

- ART 300. Italian Renaissance Art History
- ART 310. Northern Renaissance and Baroque Art History
- GEN 101. Natural Sciences – The Physical Sciences: Renaissance Science
- HIS 415. The Witch Craze
- HIS 490. Advanced Special Topics in History: The Age of Elizabeth

Two courses with a Renaissance emphasis (in addition to the option of further courses selected from above) such as:

- ENG 390. Special Topics in Drama: (e.g., Shakespeare's Contemporaries, Medieval and Tudor Drama or Renaissance Poetry)
- HIS 490. Advanced Special Topics in History
- POL 441. Seminar in Political Philosophy: Shakespeare and Politics
- THE 407. Internship in Theatre
- THE 490. Advanced Special Topics in Theatre

## **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 courses (36 semester hours) beyond Human Nature and the Social Order I and II. These nine courses must include Introduction to Sociology, Statistics, Survey of 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 Sociology ..... 4 hours**

This course offers an introduction to topics central to the study of human society, culture and conduct. Selected fields of study frequently include culture, formation of the self, social classes, power structures, social movements, criminal behavior and a variety of social institutions. Emphasis is placed upon basic concepts and principal findings of the field. Offered annually.

### **SOC 200. Independent Study in Sociology ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

### **SOC 201. The Family ..... 4 hours**

This course focuses primarily on the changes in the American family since 1945. The topics discussed include trends in marriage, the age of marriage, fertility, illegitimacy, divorce, remarriage and domestic abuse. The possible social and economic causes and consequences of these trends are also discussed. Offered annually.

### **SOC 202. The American Experience ..... 4 hours**

The purpose of this course is to consider the ways the American experience has shaped a distinct American character and identity. The course blends both historical and social scientific analysis and considers how political, economic and social institutions have contributed to American manners and morals. Particular attention is paid to im-

migration and assimilation, folk culture, the relationship between the individual and community, religious pluralism, ethnic identity, political liberalism and free markets. Offered biennially.

**SOC 204. Social Problems.....4 hours**  
This course studies the impact of current social forces upon American society. Deviation from social norms, conflict concerning social goals and values and social disorganization as these apply to family, economic, religious and other institutional and interpersonal situations are of primary concern. Offered biennially.

**SOC 205. Crime and Deviance.....4 hours**  
This course will examine behaviors that do not conform to moral and legal codes and the ways in which societies control such behaviors. Particular emphasis will be given to American society. Readings will include classic and current analyses of deviance and crime. Offered biennially.

**SOC 290. Special Topics in Sociology .....4 hours**  
A seminar providing examination and discussion of various topics on contemporary and historical interest in sociology. Prerequisite: Permission of the instructor.

**SOC 302. The Sociology of Work and Occupations .....4 hours**  
This course has three purposes: 1) to analyze the means by which non-economic institutions, especially the family, schools and religious institutions influence the formation of "human capital"; 2) to study the history and contemporary nature of the professions; and 3) to analyze the relationship between the external control of workers and their internal motivation. A cross-cultural approach is employed in the course. Offered biennially.

**SOC 303. Field of Social Work .....4 hours**  
This course will study and analyze the historical development of social work and social work activities in contemporary society. Offered biennially.

**ULP 303. The New American City .....4 hours**  
The purpose of this course is to examine the problems and prospects of politics and policymaking in the new American city and its environs. Consideration will be given to the political and sociological significance of a number of the factors that characterize this new development, 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 Work.....4 hours**  
This course is a study of the methods used in contemporary social work. Offered biennially. Prerequisite: SOC 303.

**SOC 305. Film and Society .....4 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 Immigration.....4 hours**  
This course treats contemporary ethnic relations and the history of immigration in the United States. It considers the role of markets, government policy and culture in the formation of ethnic identity and the well being of ethnic groups. Although the chief concern is with the United States, a comparative approach is taken. Offered biennially.

**SOC 307. Elites and Inequality ..... 4 hours**  
An examination is made in this course of the social stratification of privileges and deprivations in contemporary societies, focusing on the distribution of wealth, status and power. The course studies social stratification historically and comparatively, the American upper, middle and lower classes, institutionalized power elites, race and gender stratification, status systems and economic inequality. Offered biennially.

**SOC 308. Culture and Society ..... 4 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 Society ..... 4 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 310. Survey of Research Methods ..... 4 hours**  
This course introduces students to qualitative and quantitative methods such as surveys, experiments, archival research, hermeneutical research, case studies and causal analysis. The class will examine these research methods from several different angles including research techniques specific to each method, skills to critically evaluate such research, the epistemological considerations and practical consequences of undertaking such research. Students considering graduate school or careers that require them to sue and assess research may find this course particularly valuable. This course is also cross listed as CRS 415 and POL 371. Offered spring semester in alternate years. Prerequisite: Students with junior standing or permission of the instructor.

**SOC 400. Advanced Independent Study in Sociology ..... 1-4 hours**  
An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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 402. Field Experience in Social Work ..... 12-16 hours**  
Students concentrating in social work spend a semester in social work agencies in the Atlanta area for on-the-job practicum experience. Successful field placements have been made in a variety of settings in recent years, including Wesley Woods Health Center, West Paces Ferry Hospital and Atlanta shelters for the homeless. Prerequisites: SOC 303, a 2.0 grade point average, permission of the academic adviser and faculty supervisor, and signature of the director of career services.

**SOC 403. Sociological Theory ..... 4 hours**  
This course will study classical and contemporary theory with an emphasis upon the latter. Contemporary theories covered usually include utilitarian individualism (sociobiology, exchange theory and rational-choice theory), communitarianism, civil society theory, critical theory and post-modernism. Offered biennially.



**SOC 405. Internship in Sociology..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at the Gainesville/Hall County Senior Center, the Georgia Bureau of Investigation and the Partnership Against Domestic Violence. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**SOC 407. Internship in American Studies ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**SOC 490. Advanced Special Topics in Sociology..... 4 hours**

Advanced courses of selected topics will be offered generally for juniors or seniors as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

## **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 National Standards for Foreign Language Learning.

The journey toward a Spanish major begins with a thorough emphasis on reading, writing, listening comprehension and speaking. These essential skills prepare the student with the foundations for communicating in diverse contexts in the Spanish language. More advanced study of Spanish will enable the student to explore the treasures of Hispanic prose, poetry, drama and cinema, in addition to the study of colorful and intriguing Hispanic civilizations in Spain, Africa and Latin America. Through the course offerings in Spanish, students become more informed about America’s Latino and Hispanic neighbors, in addition to becoming more functional global citizens.

Once students have reached an adequate level of proficiency in Spanish and have become familiar with Spanish-speaking populations and societies, they will be ready to complement their classroom studies with full-immersion study abroad opportunities. As an invaluable component of the Spanish major, students are required to study and

live in a Spanish-speaking country for a semester during the academic year following the completion of an initial sequence of courses taken in the program. Most majors choose to study at one of a number of partner institutions such as the Universidad de Belgrano (Argentina), the Universidad de San Francisco de Quito (Ecuador), the Instituto Tecnológico y de Estudios Superiores de Occidente (Mexico) or at Universidad Francisco de Vitoria (Spain). In addition, for the adventurous student, there are many other creative study abroad options available, all of which can be discussed with student 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.

A minimum of "C+" must be earned in all course work required for the major. 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, II ..... 4 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 200. Independent Study in Spanish..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this Bulletin.

**SPN 201. Intermediate Spanish..... 4 hours**

This course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Short compositions, readings from Spanish and Spanish-American literature and class discussions require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102 or placement by testing.

**SPN 290. Special Topics in Hispanic Languages, Literatures and Cultures..... 4 hours**

This course provides the opportunity to study particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. A recent course was French and Spanish Studies on Hispaniola – Full Immersion Travel Course in the Dominican Republic. This course may be repeated for credit as course content changes. Prerequisite: SPN 301.

**SPN 301. Advanced Spanish ..... 4 hours**

This course is designed to improve students' skills to a sophisticated level at which they are able to discuss and express opinions in both oral and written form. Readings of essays and short-stories as well as film viewing in Spanish are used as the basis for discussion, introduction to cultural issues and written expression. Frequent writing assignments. Prerequisite: SPN 201 or placement by testing.

**SPN 302. Introduction to Hispanic Literature ..... 4 hours**

This course offers an introduction to literary analysis based on a rigorous program of readings from Spanish and Spanish American literatures. It is a skills-building course that familiarizes students with the lexicon of literary criticism in Spanish and trains them to be active readers of Hispanic literature. Students read and analyze (orally and in writing) representative works of the four fundamental genres of literature: Narrative, Poetry, Drama and Essay. Taught in Spanish. Prerequisite: SPN 301 or placement by testing.

**SPN 305. Spanish for International Relations..... 4 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 400. Independent Study in Spanish..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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*.

**SPN 403. Political Issues in Spanish-American Literature and Film.....4 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 Spain .....4 hours**  
In this course, students will analyze Golden-age Spanish society through the literature produced during the 16th and 17th centuries, the two epochs that encompass the Spanish Siglos de Oro. Studied texts will reveal a young Spain altogether confident about its present, at times insecure about its future and frequently ambivalent about its diverse past. Prerequisite: SPN 302.

**SPN 405. 20th Century Spanish American Literature.....4 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 406. French and Spanish Crossroads in the Caribbean and Africa .....4 hours**  
This course uses Spanish- and French-speaking countries in proximity to each other in the Caribbean or Africa as a point of departure for literary, cultural, social and service learning exploration. Offerings may focus upon Haiti and the Dominican Republic, Martinique and Cuba, Equatorial Guinea in relation to Senegal or other appropriate pairings. The course is taught in English and students without advanced skills in French or Spanish may register. This course is also cross listed as FRE 406. Prerequisite: SPN 301 for Spanish major or minor credit; FRE 301 for French major or minor credit.

**SPN 410. The Development of Latin American Cultures .....4 hours**  
This course introduces students to the diverse cultural heritage of Latin America paying special attention to the impact and consequences of the encounter between European, Native and African cultures in art, politics and religion. Manifestations of cultural syncretism and diversity from the times of the Spanish conquest and colonization to the post-colonial polemics of cultural identity will be examined. Taught in Spanish. Prerequisite: SPN 302.

**SPN 490. Advanced Special Topics in Hispanic Languages, Literatures and Cultures .....4 hours**  
This course provides advanced study of particular aspects of the languages, literatures and cultures of Spain, Spanish America or United States Hispanic communities not covered in the other courses. A recent course was Spain As Text – Iberian Contacts, Contrasts and Connections that included a trip to Spain. This course may be repeated for credit as course content changes. Prerequisite: SPN 302.

## **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

The degree awarded is the Bachelor of Arts and students 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. Shakespearean Performance
  - THE 310. Stagecraft
  - THE 330. Directing for the Stage I
  - THE 340. Directing for the Stage II
  - THE 407. Internship in Theatre
- One semester of a foreign language at the second semester elementary-level or higher

In addition, students must choose two from among the following:

- ENG 202. Shakespeare
- ENG 390. Special Topics in Drama
- THE 400. Advanced Independent Study in Theatre
- THE 490. Advanced Special Topics 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 390. Special Topics in Drama
- THE 407. Internship in Theatre
- THE 490. Advanced Special Topics in Theatre

### **THE 105. Beginning Characterization.....4 hours**

This course explores the physical and mental foundations necessary for successful stage performance. Students will be expected to engage in hands-on exercises, physical and vocal warm-ups and performance work (both individual and partnered) throughout

the semester. The basic principles of the Stanislavski method will be explored through stage combat, mime, movement, vocalization and contemporary characterization.

**THE 200. Independent Study in Theatre ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this Bulletin.

**THE 205. Intermediate Characterization..... 4 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 Restoration ..... 4 hours**

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods covered include: Greek, Roman, Medieval, Elizabethan and Restoration.

**THE 220. Theatre History II: Renaissance to 20th Century ..... 4 hours**

An in-depth study of theatrical history, examining not only the theatrical literature of particular periods, but the staging practices, costuming, social customs and performance styles as well. Periods and styles covered include: Renaissance, Neo-classic, Sentimental Comedy, Domestic Tragedy, Melodrama and Realism.

**THE 290. Special Topics in Theatre ..... 4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**THE 305. Shakespearean Performance..... 4 hours**

This course affords the advanced 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 105 or permission of the instructor.

**THE 310. Stagecraft ..... 4 hours**

Stagecraft provides hands-on experience and assignments designed to physically and mentally engage the technician and designer. This class will focus on historical perspective as well as individual research and design. Students will be evaluated on the basis of a mid-term examination, written assignments, the completion of a minimum number of practicum hours and a final design project.

**THE 330. Directing for the Stage I ..... 4 hours**

This course offers the intermediate to advanced theatre student an opportunity to explore the foundations of directing textured 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 II ..... 4 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 Theatre ..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. Internships are available at most of the 147 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, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**THE 400. Advanced Independent Study in Theatre ..... 1-4 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*.

**THE 490. Advanced Special Topics in Theatre ..... 4 hours**

This course will be a study of a selected topic in theatre and/or film, such as Feminist Theatre, Gender in Performance, The Hero in American Film or Hollywood's Treatment of Women. Recent topics have focused on dramatic literature, ensemble creating and playwriting. Prerequisite: See individual course listing in the current semester course schedule.

## **Women's and Gender Studies**

---

Women's and Gender Studies is intended to introduce the student to the history of women and the effects of gender on the forms of and approaches to disciplinary study and practice.

### **Minor**

Students must complete a total of five courses or 20 semester hours, including Gender, Culture, and Communication, and four electives. At least one elective must be completed at the 300-level or higher. No course used to satisfy the women's and gender studies minor can also be applied to another major or minor.

Students must select courses from at least three different disciplines. Electives for the minor are cross-listed using the WGS prefix or are designated with a disciplinary prefix, including the following:

- ART 491. Advanced Special Topics in Art History: Feminism and Art
- CRS 420. Media, Culture and Society
- CRS 480. Rhetoric of Human Rights
- ECO 424. Labor Economics
- ENG 304. Women Poets
- ENG 394. Special Topics in Major British and American Authors: Jane Austen
- FRE 404. Great French Actresses and Their Film Roles
- HIS 413. The Witch Craze
- INT 290. Special Topics in Interdisciplinary Studies: Sex and Gender in the Cinema
- PSY 290. Special Topics in Psychology: Human Sexuality
- SOC 201. The Family
- SOC 290. Special Topics in Sociology: Gender and Society
- SPN 490. Advanced Special Topics in Hispanic Languages, Literatures and Cultures: Contemporary Latin American Women Writers
- WGS 200. Independent Study in Women's and Gender Studies
- WGS 290. Special Topics in Women's and Gender Studies
- WGS 400. Advanced Independent Study in Women's and Gender Studies
- WGS 407. Internship in Women's and Gender Studies
- WGS 490. Advanced Special Topics in Women's and Gender Studies

**WGS 200. Independent Study in Women's and Gender Studies..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**WGS 280. Gender, Culture, and Communication..... 4 hours**

This course investigates the relationships among gender, culture, and communication. Students will explore theoretical approaches to gender; the cultural histories of women's, men's and transgender movements; cultural views of gendered interaction, including discourse and relational styles as well as other performances; and the practices of gendered communication and identity in a variety of cultural and institutional contexts. Offered every spring. This course is also cross listed as CRS 280. Prerequisite: CRS 101 or permission of the instructor.

**WGS 290. Special Topics in Women's and Gender Studies..... 4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**WGS 303. The Literature and History of Immigrant and Minority Women in America ..... 4 hours**

The purpose of this course is to explore the experiences of immigrant and minority women in North America from the interdisciplinary perspectives of history, literature



and women's studies. Through extensive reading, discussion and research this seminar will attempt to recapture women's sense of their own identities in relation to the dominant ideologies of race, class and gender.

**WGS 304. Women Poets..... 4 hours**

This course is a survey of poetry by women, from ancient Chinese, Persian and others in translation, to medieval Irish and Renaissance English, to 19th and 20th century Americans, as well as Eastern Europeans and Latin Americans in translation. Included will be several recent poets such as Gwendolyn Brooks, Adrienne Rich and Mary Oliver in order to discover what themes, images and attitudes seem to emerge from the works. Prerequisites: COR 101 and COR 102.

**WGS 400. Advanced Independent Study in Women's and Gender Studies ..... 1-4 hours**

Supervised research on a selected topic. Prerequisite: Submission of a proposed outline of study that includes a schedule of meetings and assignments approved by the instructor, the division chair and the provost 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*.

**WGS 407. Internship in Women's and Gender Studies..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**WGS 490. Advanced Special Topics in Women's and Gender Studies ..... 4 hours**

This course is intended to introduce the student to the study of women and gender. Special emphasis is placed on the intersection of gender with the epistemological foundations of other disciplines and on the theory and practice of the study of gender. Courses are not limited to, for example, Southern Women's Literature and History, but will often be under the same rubric of other disciplines such as are listed under the requirements of the minor.

## **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 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 400. Advanced Independent Study in Writing
- WRI 490. Advanced 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 400. Advanced Independent Study in Writing
- WRI 490. Advanced Special Topics in Writing

**WRI 101. Core Writing Workshop..... 4 hours**

This course is designed to assist students in the writing-intensive COR 101 course. Emphasis in the course will be on preparing drafts or series of short writing assignments that will allow an approach to required papers in incremental ways. The goal of the course will be to improve students' understanding of core texts, reading and note taking skills and written responses to these texts. The course does not meet any requirements for the writing minor.

**WRI 200. Independent Study in Writing ..... 1-4 hours**

This course will be conducted as supervised research on a selected topic. It is open to students pursuing a minor in writing or a major in communication and rhetoric studies. Prerequisites: Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**ENG 230. Creative Writing ..... 4 hours**

This course is an introduction to writing poetry and prose fiction. The student will be asked to submit substantial written work each week, keep a journal and read published writers. Much class time will be spent discussing student and published work. Prerequisites: COR 101 and COR 102.

**ENG 231. Biography and Autobiography ..... 4 hours**

This course is an introduction to biographical and autobiographical writing with practice in the personal narrative 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. Journalism ..... 4 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. This course is offered in the fall semester. Prerequisites: COR 101 and COR 102.

**CRS 260. Writing for Business and the Professions ..... 4 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.

**WRI 290. Special Topics in Writing ..... 4 hours**

Courses of selected topics will be offered periodically as determined by the needs of the curriculum. Prerequisite: See individual course listing in the current semester course schedule.

**CRS 320. Persuasive Writing..... 4 hours**

This course is designed to develop sophisticated strategies of persuasion for analyzing and generating arguments responsive to targeted audiences in a variety of contexts, including civic, professional and academic. Students will learn both classical and contemporary strategies of persuasion. Emphasis will be on presenting clear, coherent and logical arguments. Students will be asked to define their own projects within assigned contexts. Students will evaluate their own and others' writing to enable the revision process. This course is open to sophomores, juniors and seniors only. It is offered in the fall semester. Prerequisites: COR 101 and COR 102.

**ENG 330. Writing Poetry ..... 4 hours**

In weekly assignments students will try free verse and various forms in the effort to discover and to embody more and more truly what they have to say. Much time will be spent reading published poets, responding to student work in class and trying to generate language that reveals rather than explains intangible "meanings." Prerequisites: COR 101 and COR 102.

**ENG 331. Writing Prose, Fiction and Nonfiction ..... 4 hours**

Students will get instruction and substantial practice in writing fictional and nonfictional prose which aims at getting what Henry James called "a sense of felt life" onto the page. The class will follow a workshop format with weekly assignments, journal writing, extensive discussion of student work and reading of published examples. Prerequisites: COR 101 and COR 102.

**WRI 400. Advanced Independent Study in Writin..... 1-4 hours**

This course will be supervised advanced research on a selected topics. It is open to students pursuing a minor in writing or a major in communication and rhetoric studies. Submission of an application which contains a proposed, detailed outline of study approved by the instructor, the division chair, the student's adviser and the provost or associate provost. The completed application must be submitted to the registrar's office

no later than the final day of the drop/add period of the semester of study. For additional criteria, see Independent Study Policy in the Academic Regulations and Policies section of this *Bulletin*.

**CRS 401. Internship in Communication and Rhetoric Studies..... 1-4 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, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**ENG 401. Internship in English..... 1-4 hours**

An internship is designed to provide a formalized experiential learning opportunity to qualified students. The internship generally requires the student to obtain a faculty supervisor in the relevant field of study, submit a learning agreement, work 30 hours for every hour of academic credit, keep a written journal of the work experience, have regularly scheduled meetings with the faculty supervisor and write a research paper dealing with some aspect of the internship. Written work should total five pages of academic writing for every hour of credit. An extensive list of internships is maintained by career services, including opportunities at *Atlanta Magazine*, The Knight Agency and Peachtree Publishers. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program, permission of an internship site supervisor and acceptance of learning agreement proposal by the Experiential Education Committee.

**WRI 490. Advanced Special Topics in Writing ..... 4 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 the current semester course schedule.

## **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*.

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; Communication and Rhetoric Studies, History, Organizational Management and Psychology, leading to a Bachelor of Arts in Liberal Studies.

Traditional undergraduate students in good academic standing may take courses in the evening program with written permission from their adviser 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.

## Officers

---

Jack Guynn '05 H, *Board Chair*  
*Retired President*  
Federal Reserve Bank of Atlanta  
Atlanta, GA

Harald R. Hansen '08 H, *Treasurer*  
*Retired Chairman, President and CEO*  
First Union Corporation of Georgia  
Atlanta, GA

Norman P. Findley, III, *Vice Chair*  
*Retired Executive Vice President,*  
*Marketing*  
Coca-Cola Enterprises Inc.  
Atlanta, GA

Joseph P. Shelton '91, *Secretary*  
*Partner*  
Fisher and Phillips LLP Atlanta, GA  
Atlanta, GA

## Trustees

---

J. Frederick Agel, Sr. '52  
*Retired Sales Agent*  
Bowman Distribution  
Atlanta, GA

David C. Garrett, III  
*Chairman of the Board*  
Mallory & Evans Development

Robert E. Bowden '66  
*CEO*  
Robert Bowden, Inc.  
Atlanta, GA

James J. Hagelow '69  
*Managing Director*  
Marsh USA Inc.  
Chicago, IL

David Nathan Cooper '71  
*Attorney at Law*  
Washington, D.C.

James V. Hartlage, Jr. '65  
*Chairman and CEO*  
Accumetric LLC  
Elizabethtown, KY

Kristi A. Dosh '02  
*Attorney at Law*  
Atlanta, GA

Shane Hornbuckle, Sr. '92  
*Executive Vice President/Principal*  
Van Winkle & Co., Inc.  
Atlanta, GA

Ceree Eberly  
*Chief People Officer*  
Coca-Cola Enterprises Inc.  
Atlanta, GA

Tad M. Hutcheson  
*Vice President of Marketing and Sales*  
AirTran Airways  
Atlanta, GA

Kevin D. Fitzpatrick, Jr. '78  
*Attorney at Law*  
Atlanta, GA

Warren Y. Jobe '09 H  
*Retired Executive Vice President*  
Georgia Power Company  
Atlanta, GA

- Belle Turner Lynch '61, '10 H  
Atlanta, GA
- Bob T. Nance '63  
*President*  
Nance Carpet & Rug Company, Inc.  
Calhoun, GA
- Thomas P. O'Connor '67  
*President*  
Springs Global USA, Inc  
Charlotte, N.C.
- R. D. Odom, Jr.  
*Chief Executive Officer and Retired  
President*  
AT&T Southeast  
Fernandina Beach, FL
- Cemal Özgörkey '84  
*Chairman*  
Etap Endustri VE Yatirim Holding A.S.  
Istanbul, Turkey
- Robert E. Reiser, Jr.  
*Chief Investment Officer*  
Wilmington Trust  
Atlanta, GA
- Timothy Roberson '97  
*Development Officer*  
University of Maryland  
Silver Springs, MD
- Brian Sass '83  
*President*  
BSC Ventures  
Roanoke, VA
- Lawrence M. Schall, J.D., Ed.D.  
*President (ex-officio)*  
Oglethorpe University  
Atlanta, GA
- Laura Turner Seydel '86  
*Trustee*  
Turner Foundation, Inc.  
Atlanta, GA
- William O. Shropshire, Ph.D.  
*Callaway Professor of Economics and  
Retired Interim Provost*  
Oglethorpe University  
Atlanta, GA
- Arnold B. Sidman  
*Of Counsel*  
Chamberlain, Hrdlicka, White,  
Williams & Martin  
Atlanta, GA
- Dean DuBose Smith '70  
Atlanta, GA
- Michael K. Szalkowski '88  
*CFO*  
Schejola Partners  
Atlanta, GA
- Timothy P. Tassopoulos '81  
*Senior Vice President of Operations*  
Chick-fil-A, Inc.  
Atlanta, GA
- Jeanie Flohr Treadaway '99  
*Account Supervisor*  
VWA/ see see eye  
Austin, TX
- Trishanda Treadwell '96  
*Attorney at Law*  
Parker, Hudson, Rainer & Dobbs  
LLP  
Atlanta, GA
- Pamela L. Tremayne, Ph.D.  
*Attorney at Law*  
Law Offices of Pamela L. Tremayne  
Atlanta, GA
- Patricia Upshaw-Monteith  
*President and CEO*  
Leadership Atlanta  
Atlanta, GA
- G. Gilman Watson, Ph.D. '68  
*Senior Pastor*  
Northside United Methodist Church  
Atlanta, GA
- Terry White  
*Retired President, Remanufacturing  
Division*  
Genuine Parts  
Atlanta, GA

James Williams '99  
*CFO*  
Commodity Marketing Company  
Alpharetta, GA

Mark Williams '94  
*Vice President*  
Sunbelt Structures Inc.  
Tucker, GA

Raymond S. Willoch '80  
*Senior VP - Administration, General  
Counsel and Corporate Secretary*  
Interface, Inc.  
Marietta, GA

Ken Yarbrough  
*Senior Vice President and  
Director of Retirement Strategies*  
SunTrust Banks, Inc.  
Atlanta, GA

## **Trustees Emeriti**

---

Franklin L. Burke '66, '98 H  
*Retired Chairman and CEO*  
BankSouth, N.A.  
Waltersborough, S.C.

Kenneth S. Chestnut, Sr.  
*President/Chief Executive Officer*  
IBG Construction Services, LLC  
Atlanta, GA

William Emerson  
*Retired Senior Vice President*  
Merrill Lynch Pierce, Fenner & Smith  
St. Petersburg, FL

Joel Goldberg '00 H  
*President and CEO*  
The Rich Foundation  
Atlanta, GA

William Goodell  
*President*  
The Robertson Foundation  
Bronxville, NY

George E. Goodwin  
*Retired Senior Counselor*  
Manning, Selvage & Lee  
Atlanta, GA

C. Edward Hansell  
*Retired Senior Counselor*  
Jones, Day, Reavis and Pogue  
Atlanta, GA

Arthur Howell  
*Retired Senior Partner*  
Alston & Bird  
Atlanta, GA

J. Smith Lanier, II  
*Retired Chairman and CEO*  
J. Smith Lanier and Company  
Lanett, AL

John J. Scalley  
*Retired Executive Vice President*  
Genuine Parts Company  
Atlanta, GA

O.K. Sheffield, Jr. '53  
*Retired Vice President*  
BankSouth, N.A.  
Atlanta, GA



## Trustee Advisors

---

Yetty L. Arp '68

*Broker Associate*

Atlanta Fine Homes Sotheby's International Realty  
Atlanta, GA

Martha Laird Bowen '61

Atlanta, GA

Pierre Ferrari

*Director and Vice President of Marketing*

Guayaki-Yerba Mate

Atlanta, GA

Veronica Holmes, Ph.D. '02

*Visiting Assistant Professor of Core*

Oglethorpe University

Atlanta, GA

Roger A. Littell '68

*Wealth Advisor (Retired)*

Northwestern Mutual Wealth Management Comp  
Waxhaw, N.C.

Robert Andrew Milford '99 (*ex-officio*)

*Chief Executive Officer*

Dorian Software Creations

Atlanta, GA

S. Tammy Pearson '86 (*ex-officio*)

*Vice President and Assistant General*

*Counsel*

Chick fil-A, Inc.

Atlanta, GA

# PRESIDENT'S ADVISORY COUNCIL 2010-2011

The President's Advisory Council, composed of business and professional leaders, provides a means of two-way communication with the community and serves as an advisory group for the president of the university.

**Mr. Brian Sass '83 (Chair)**

*President*  
BSC Ventures  
Roanoke, VA

**Mr. Richard Arroll**

*Principal*  
RJA Properties  
Atlanta, GA

**Ms. A. Diane Baker '77**

*Attorney At Law*  
Baker & Stalzer, LLC  
Atlanta, GA

**Mr. Robert Bowen**

*Retired*  
SunTrust Banks  
Atlanta, GA

**Dr. William L. Brightman**

*Professor Emeritus of English*  
Oglethorpe University  
Chamblee, GA

**Ms. Kimberly S. Bunting '81**

*Attorney*  
Georgia-Pacific Corporation  
Atlanta, GA

**Mr. James H. Burk '83**

*Senior Vice President, Financial Advisor*  
UBS Financial Services  
Marietta, GA

**Ms. Kelly Caffarelli**

*President*  
The Home Depot Foundation  
Atlanta, GA

**Ms. Marnite Calder**

*Executive Director*  
The Halle Foundation  
Atlanta, GA

**Mr. L. Thomas Clements '86**

*Partner*  
Clements & Sweet LLP  
Atlanta, GA

**Mr. William Clifton '88**

*Partner*  
Constangy, Brooks & Smith LLP  
Macon, GA

**Dr. James L. Cox '53**

*Retired Professor*  
Mercer University  
Macon, GA

**Mr. John Cunningham**

*Director*  
BCES Foundation  
Cumming, GA

**Mr. Brian A. Davis '94**

New York, NY

**Mrs. Mona Tekin Diamond**

*Honorary Consul General of Turkey  
in Georgia*  
Atlanta, GA

**Mr. Paul L. Dillingham**

*Retired*  
The Coca-Cola Company  
Marietta, GA

**Ms. Heather Correa Duffy**

*Vice President of Development*  
The Sembler Co.  
Atlanta, GA

**Mrs. Donna Gainer '93**

*Vice President - National Accounts*  
United Consulting  
Jacksonville, FL

- Mr. David Golden**  
*President*  
CGR Advisors LLC  
Atlanta, GA
- Mr. Kenneth P. Gould '85**  
*President*  
Kenneth P. Gould & Company, Inc.  
North Bethesda, MD
- Mr. Louis Graner**  
*Owner*  
Graner Financial Management  
Newnan, GA
- Ms. Anne Hammond '87**  
*Retired*  
Equifax  
Doraville, GA
- Mrs. Carrie Jacobs Henderson**  
*Marriage and Family Therapist*  
Keene, NH
- Ms. Brenda Kinser Johnson '75**  
*General Services Administration*  
Washington, DC
- Ms. Nancy C. Juneau**  
*CEO*  
Juneau Construction Company, LLC  
Atlanta, GA
- Mr. Robert M. Kane '81**  
*Vice President and Treasurer*  
WestPoint Home  
New York, NY
- Mr. Cary R. Kleinfeld '81**  
*Senior Vice President and CFP*  
Raymond James & Associates  
Fort Myers, FL
- Dr. Ken Kress**  
*Orthopedic Surgeon*  
Alpharetta, GA
- Ms. Sarah Lowe**  
*Partner*  
Kilpatrick Stockton LLP  
Atlanta, GA
- Mr. William E. Lukow '95**  
*Personal Financial Representative*  
Allstate  
Woodstock, GA
- Ms. Gail Lynn '77**  
*Retired*  
Bank of America  
Atlanta, GA
- Mr. Harold Martin**  
*Business Analyst*  
McKinsey & Company  
Atlanta, GA
- Mr. J. Kevin Meaders '93**  
*Attorney/ Partner*  
Magellan Legal, LLC  
Atlanta, GA
- Dr. John G. Moore**  
*Physician*  
Duluth, GA
- Mr. Sam Moss**  
*President*  
Gray Matters Capital Foundation, Inc.  
Atlanta, GA
- Dr. Paul L. H. Olson**  
*CEO and President*  
nuBridges  
Atlanta, GA
- Mr. David Reynolds Pass '98**  
*Vice President of Development and Marketing*  
Medshare International  
Atlanta, GA
- Dr. Thomas W. Phillips '63**  
*Physician*  
Watkinsville, GA
- Mrs. Donna Cron Rasile '82**  
*Senior Wealth Manager*  
Greer & Walker, LLP  
Charlotte, NC
- Mr. J. Bruce Richardson '69**  
*Attorney*  
James Bruce Richardson, P.C.  
Atlanta, GA
- Mr. Clifford T. Robinson '89**  
*Vice President of Operations*  
Chick-fil-A, Inc.  
Atlanta, GA

**Ms. Linda Spock**  
*President*  
Spock Solutions, Inc.  
Larchmont, NY

**Dr. Alice W. Terry**  
*John Glenn Scholar in Service-  
Learning*  
Kennesaw State University  
Kennesaw, GA

**Mr. Bernard van der Lande '76**  
*Director*  
StantonChase International  
Atlanta, GA

**Mr. Stephen J. Walden**  
*President*  
Walden Associates  
Atlanta, GA

**Mr. James K. Warren**  
*Vice President*  
Warren Capital Corporation  
Atlanta, GA

**Ms. Elizabeth D. Watts '93**  
*President*  
E.W. & Company, Inc.  
St. Petersburg, FL

**Mrs. Dorothea Pickett Westin '89**  
*President*  
Capital Special Risks, Inc.  
Marietta, GA

**Mr. Allen D. Whitehart '06**  
*Teacher and Head Basketball Coach*  
Buford High School  
Atlanta, GA

**Mr. Jeffery Whitney '92**  
*Attorney*  
Walker Whitney LLC  
Washington, DC

**Mr. Tolliver Williams '99**  
*Investment Banker*  
Morgan Stanley  
New York, NY

**Mr. J. Blake Young, Jr.**  
*Retired*  
American Cancer Society  
Atlanta, GA

# NATIONAL ALUMNI ASSOCIATION BOARD OF DIRECTORS

As the primary representatives of Oglethorpe University's alumni body, the National Alumni Association Board of Directors works closely with the Office of Alumni Relations to achieve the association's goal of establishing and encouraging an active and involved alumni network. The purpose of this network is to build mutually beneficial relationships between alumni, students and the university, demonstrating that the student experience is just the beginning of a life-long relationship with Oglethorpe.

## National Alumni Association President

---

Randy Roberson '97  
*Development Officer*  
Robert H. Smith School of Business  
University of Maryland

## Directors

---

Bill Aitken '64  
*Retired University Professor*

Dani Stellan Benner '99

Brooke Bourdelat-Parks '95  
*Science Educator*  
BSCS

John Breton '97  
*Sales*

Austin Gillis '01  
*Attorney*  
Green & Sapp

Jodie Sexton Goff '01  
*Bank Examiner*  
Federal Reserve Bank of Richmond

Jeremy Greenup '99  
*Research Consultant*  
NCR, Inc.

Gonca Gursoy-Artunkal '88  
*Chairperson, Turkish Banking*  
Citi

Cleve Hill '01  
*Attorney*  
The Law Offices of Phill Bettis

Deborah Lange '03  
*Director of Admissions*  
The Lovett School

Janice McNeal '97  
*Community Volunteer*

Sydney Mobley Moss '59  
*Retired Banker*  
SunTrust

Lance Ozier '01  
*Instructor*  
Teachers College at Columbia  
University  
*Research Associate*  
National Center for Reconstructing  
Education, Schools and Teaching

Chuck Palefsky '75  
*Regional Sales Consultant*  
PFG Milton's Food Service, Inc.

Brandon Pelissero '92  
*Chief Operating Officer and President*  
Ecolink

Deesi Thurston Phillips '76  
*Legal Assistant*  
Lewis Brisbois Bisgaard and Smith

Angela Satterfield '97  
*High School Teacher*  
DeKalb County

Linda Sanders Scarborough '65  
*Retired*  
AT&T

Andrea Spencer Shelton '91  
*Lawyer; President and Founder*  
Heartbound Ministries

Nancy Schaller Simmons '60  
*Realtor*  
Harry Norman Realty

Ashish Thakur '99  
*Chief Financial Officer*  
TiE

Matthew S. Thompson '93  
*International Baccalaureate Teacher*  
Forsyth County

Vivian Gray Trabue '65  
*Assistant*  
AT&T Mobility and Consumer Markets

Kelly Holland Vrtis '97  
*Marketing Communications*  
*Manager*  
The Container Store

Bennett Weaver '98  
*Vice President of Finance*  
Morgan Stanley

## **Ex-Officio Members**

---

Chris Benton  
*Faculty Representative*  
Director of Accounting Studies  
Oglethorpe University

Barry Langer '11  
*Senior Class President*  
Oglethorpe University

# THE FACULTY

(Year of appointment in parentheses)

Keith H. Aufderheide (1980)

*Professor of Chemistry*

*Associate Provost*

B.S., Wilmington College

Ph.D., Miami University

Charles L. Baube (1996)

*Professor of Biology*

*Manning M. Pattillo Professor of  
Liberal Arts*

B.A., Alfred University

M.A., Ph.D., Indiana University

Devon Belcher (2008)

*Assistant Professor of Philosophy*

B.A., Reed College

M.A., Ph.D., University of Colorado

Christian Y. Benton (1999)

*Director of Accounting Studies*

B.S., University of Maryland,  
College Park

M.A., Webster University

C.P.A., Maryland, North Carolina,  
South Carolina

Ronald P. Bobroff (2008)

*Associate Professor of History*

*Service Learning Curriculum*

*Development Director*

B.A., University of Pennsylvania

M.Sc., London School of Economics  
and Political Science, England

M.A., Ph.D., Duke University

John S. Carton (1998)

*Professor of Psychology*

B.A., Wake Forest University

M.A., Ph.D., Emory University

Mario A. Chandler (2001)

*Associate Professor of Spanish*

B.A., Iowa State University

M.A., Ph.D., The University of Georgia

Collins, Jeffrey H. (2009)

*Assistant Professor of Art History*

*Director of Oglethorpe University*

*Students Abroad*

B.A., M.A., Baylor University

Ph.D., The University of Texas, Arlington

Cassandra C. Copeland (2000)

*Associate Professor of Economics*

*Director of Honors Program*

B.S., Florida State University

Ph.D., Auburn University

John A. Cramer (1980)

*Professor of Physics*

B.S., Wheaton College

M.A., The Ohio State University

Ph.D., Texas A&M University

Deborah M. Dem re (2010)

*Visiting Assistant Professor of*

*Communication and Rhetoric Studies*

B.A., The Pennsylvania State University

M.A., Ph.D., University of Florida

Roarke E. Donnelly (2003)

*Associate Professor of Biology*

*Director of the Urban Ecology*

*Program*

B.A., Lawrence University

M.S., Utah State University

Ph.D., University of Washington

Judith Lynn Gieger (2002)

*Associate Professor of Education*

B.S., Millsaps College

M.A., M.A.T., Duke University

Ph.D., The University of Georgia

Lynn M. Guhde (2004)

*Associate Professor of Business*

*Administration*

B.S., B.A., Slippery Rock State College

M.B.A., Ph.D., Kent State University

Bruce W. Hetherington (1980)

*Professor of Economics*

B.B.A., Madison College

M.A., Ph.D., Virginia Polytechnic  
Institute

- Veronica M. Holmes (2008)  
*Visiting Assistant Professor of Core*  
 B.A., Oglethorpe University  
 M.A., A.B.D., Georgia State  
 University
- Robert B. Hornback (2000)  
*Associate Professor of English*  
 B.A., University of California,  
 Berkeley  
 M.A., Ph.D., The University of Texas,  
 Austin
- S. Matthew Huff (2010)  
*Visiting Assistant Professor of Theatre*  
*Director of the Theatre Program*  
 B.A., Emory University  
 M.F.A., The University of Texas, Austin
- Kendra A. King (2003)  
*Associate Professor of Politics*  
*Director of Rich Foundation Urban*  
*Leadership Program*  
 B.A., Colby College  
 Ph.D., The Ohio State University
- Joseph M. Knippenberg (1985)  
*Professor of Politics*  
 B.A., James Madison College of  
 Michigan State University  
 M.A., Ph.D., University of Toronto
- Peter J. Kower (2002)  
*Associate Professor of Economics*  
 B.A., Arizona State University, Tempe  
 M.I.M., American Graduate School of  
 International Management,  
 Thunderbird  
 M.A., University of Colorado, Denver  
 Ph.D., The Ohio State University
- Alan Loehle (2001)  
*Associate Professor of Art*  
*Director of the Art Program*  
 B.F.A., The University of Georgia  
 M.F.A., University of Arizona
- Jay Lutz (1988)  
*Professor of French*  
*Frances I. Eeraerts '76 Professor of*  
*Foreign Language*  
 B.A., Antioch University  
 M.A., Ph.D., Yale University
- Nicholas B. Maher (1998)  
*Associate Professor of History*  
*Director of Core Curriculum*  
 B.A., University of Michigan  
 M.A., Ph.D., University of Chicago
- Jeanne H. McCarthy (2004)  
*Assistant Professor of Freshman Core*  
*Director of The Writing Center*  
 B.S., M.A., Ph.D., The University of  
 Texas, Austin
- John C. Merkel (2010)  
*Assistant Professor of Mathematics*  
 B.S., Arizona State University, Tempe  
 Ph.D., University of Minnesota,  
 Minneapolis
- John C. Nardo (2000)  
*Associate Professor of Mathematics*  
 B.A., Wake Forest University  
 M.S., Ph.D., Emory University
- John D. Orme (1983)  
*Professor of Politics*  
 B.A., University of Oregon  
 M.A., Ph.D., Harvard University
- Viviana P. Plotnik (1994)  
*Professor of Spanish*  
*Licenciatura, Universidad*  
*de Belgrano - Argentina*  
 M.A., University of Minnesota  
 Ph.D., New York University
- W. Irwin Ray (1986)  
*Director of Musical Activities*  
 B.M., Samford University  
 M.C.M., D.M.A., Southern  
 Baptist Theological Seminary
- Beth Roberts (2000)  
*Vera A. Milner Professor of*  
*Education*  
*Director of Master of Arts in*  
*Teaching*  
*Early Childhood Education Program*  
 B.A., M.A.T., Ph.D., Emory  
 University
- Anne Rosenthal (1997)  
*Associate Professor of Communication*  
*and Rhetoric Studies*  
 B.A., Bethel College  
 M.A., University of St. Thomas  
 Ph.D., Purdue University



- Michael K. Rulison (1982)  
*Professor of Physics*  
 B.S., University of Illinois  
 M.S., Ph.D., The University of Georgia
- Anne A. Salter (2003)  
*Director of the Library*  
 B.A., MLn., Emory University
- Daniel L. Schadler (1975)  
*Professor of Biology*  
 A.B., Thomas More College  
 M.S., Ph.D., Cornell University
- Karen L. Schmeichel (2006)  
*Assistant Professor of Biology*  
 B.A., Middlebury College  
 Ph.D., University of Utah, Salt Lake City
- Seema Shrikhande (2002)  
*Associate Professor of Communication and Rhetoric Studies*  
 B.A., Elphinstone College, India  
 M.A., Bombay University, India  
 M.A., University of Pennsylvania  
 Ph.D., Michigan State University
- W. Bradford Smith (1993)  
*Professor of History*  
 B.A., University of Michigan  
 Ph.D., Emory University
- Robert Steen (1995)  
*Associate Professor of Japanese*  
 B.A., Oberlin College  
 M.A., Ph.D., Cornell University
- Brad L. Stone (1982)  
*Professor of Sociology*  
 B.S., M.S., Brigham Young University  
 Ph.D., University of Illinois
- William F. Straley (1990)  
*Professor of Business Administration and Mathematics*  
 B.S., M.S., M.B.A., Georgia State University  
 Ph.D., Auburn University
- Linda J. Taylor (1975)  
*Professor of English*  
*Director of Learning Communities*  
 A.B., Cornell University  
 Ph.D., Brown University
- Philip D. Tiu (1995)  
*Associate Professor of Mathematics*  
 B.S., University of San Carlos, Philippines  
 A.M., Ph.D., Dartmouth College
- J. Dean Tucker (1988)  
*Professor and Mack A. Rikard Chair in Economics and Business Administration*  
 B.S., M.A., The Ohio State University  
 Ph.D., Michigan State University
- Tory Vornholt (2010)  
*Assistant Professor of Accounting*  
 B.S., M.S., University of Virginia, Charlottesville  
 J.D., M.T.S., Emory University  
 C.P.A., Virginia  
 Post-Grad Arts Diploma-Divinity, University of St. Andrews, Scotland
- Victoria L. Weiss (1977)  
*Professor of English*  
 B.A., St. Norbert College  
 M.A., Ph.D., Lehigh University
- Justin C. Wise (2010)  
*Assistant Professor of Psychology*  
 B.S., Southwest Texas State University  
 M.S., The University of Texas, San Antonio  
 Ph.D., Georgia State University
- Monte W. Wolf (1978)  
*Professor of Chemistry*  
 B.S., University of California  
 Ph.D., University of Southern California
- Leah R. Zinner (2008)  
*Assistant Professor of Social Psychology*  
 B.A., Emory University  
 M.A., Ph.D., University of Wisconsin, Madison

## Professors Emeriti

---

- G. Malcolm Amerson (1968)  
*James Edward Oglethorpe*  
*Professor Emeritus of Biology*  
B.S., Berry College  
M.S., Ph.D., Clemson University
- Keith E. Baker (1983)  
*Director Emeritus of Accounting*  
*Studies*  
B.S., Youngstown State University  
M.A., University of Florida  
C.P.A., Georgia
- James A. Bohart (1972)  
*Professor Emeritus of Music*  
B.S., M.M., Northern Illinois  
University
- William L. Brightman (1975)  
*Professor Emeritus of English*  
A.B., Ph.D., University of  
Washington
- Barbara R. Clark (1971)  
*Professor Emerita of English*  
B.A., Georgia State University  
M.A., University of Kansas  
M.P.A., Georgia State University  
Ph.D., The University of Georgia  
C.P.A., Georgia
- 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
- Philip J. Neujahr (1973)  
*Professor Emeritus of Philosophy*  
B.A., Stanford University  
M.Phil., Ph.D., Yale University
- 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
- William O. Shropshire (1979)  
*Provost and Professor Emeritus of*  
*Economics*  
B.A., Washington and Lee University  
Ph.D., Duke University
- T. Lavon Talley (1968)  
*Professor Emeritus of Education*  
B.S., M.S., Ed.D., Auburn University
- David N. Thomas (1968)  
*Professor Emeritus of History*  
A.B., Coker College  
M.A., Ph.D., University of North  
Carolina  
D.H., Francis Marion College
- Louise M. Valine (1978)  
*Professor Emerita of Education*  
B.S., University of Houston  
M.Ed., The University of Georgia  
Ed.D., Auburn University
- Martha H. Vardeman (1966)  
*Professor Emerita of Sociology*  
B.S., M.S., Auburn University  
Ph.D., University of Alabama
- 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

Michelle T. Hall (2010)

*Vice President for Campus Life*

B.A., The University of the South

M.S., The University of Memphis

Stephen B. Herschler (2008)

*Provost*

B.A., Princeton University

M.A., Ph.D., University of Chicago

Michael Horan (2010)

*Vice President for Business and Finance*

B.S., Fort Lewis College

M.B.A., University of Connecticut

C.P.A., Colorado

Larry D. Large (1999)

*President Emeritus*

B.S., Portland State University

M.A., Ph.D., University of Oregon

Lucy Leusch (2006)

*Vice President for Enrollment  
and Financial Aid*

B.A., Saint Mary-of-the-Woods

Manning M. Pattillo Jr. (1975)

*Honorary Chancellor*

B.A., University of the South

A.M., Ph.D., University of Chicago

LL.D., LeMoyne College

LL.D., St. John's University

L.H.D., University of Detroit

L.H.D., College of New Rochelle

L.H.D., Park College

Litt.D., St. Norbert College

D.C.L., The University of the South

LL.D., Oglethorpe University

Peter A. Rooney (2004)

*Vice President for Development  
and Alumni Relations*

B.A., Rhodes College

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

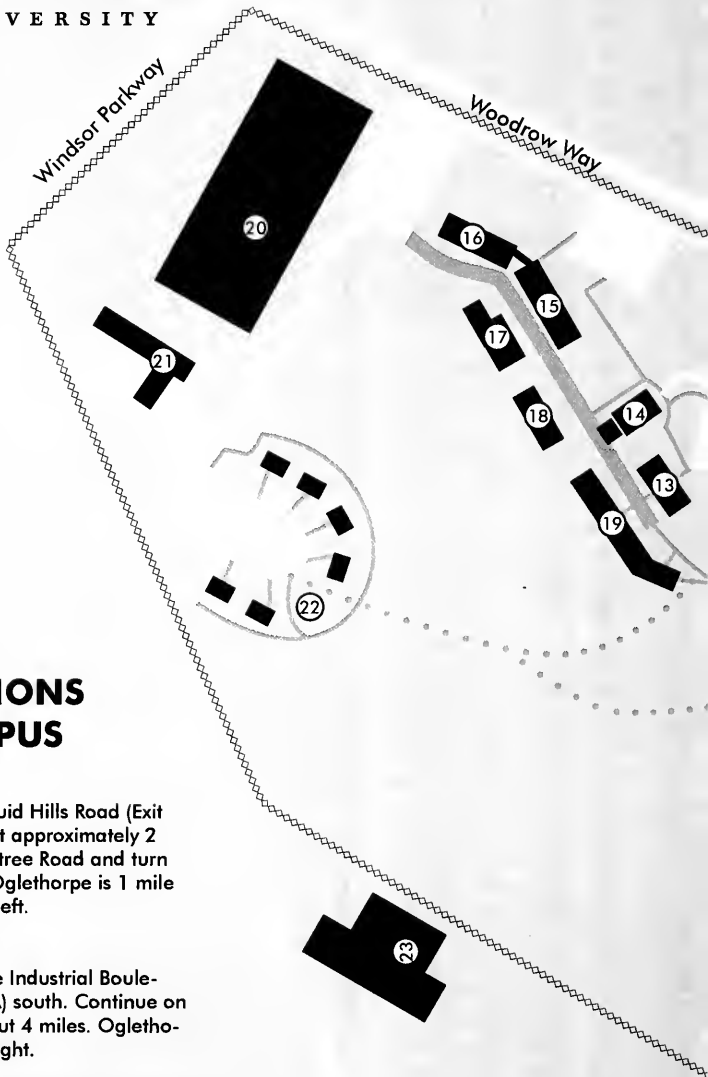
Litt.D., Oglethorpe University



# OGLETHORPE

UNIVERSITY

4484 Peachtree Road, N.E.  
Atlanta, GA 30319  
404.261-1441



## 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.

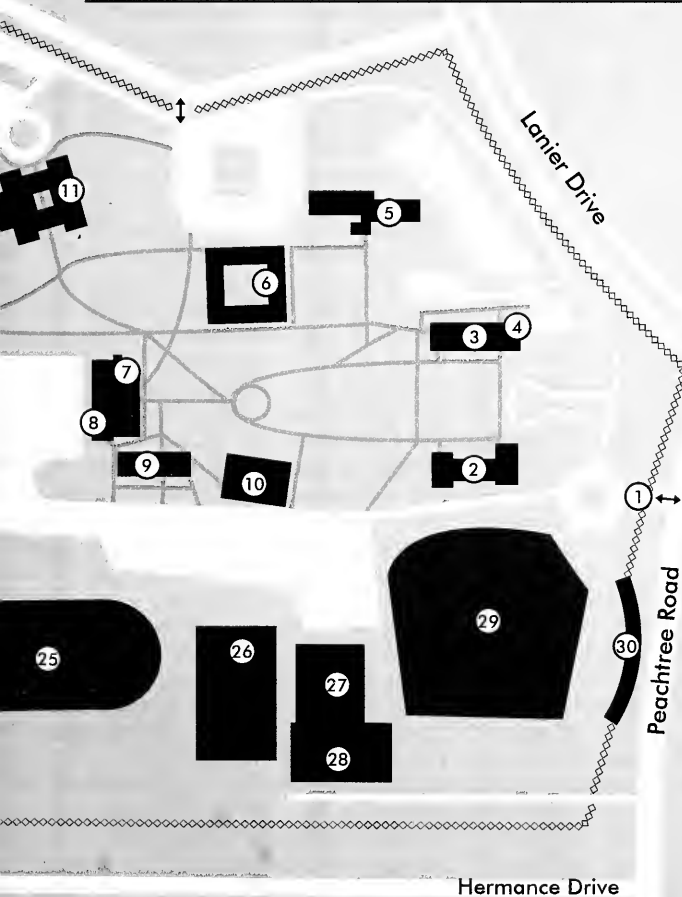
### From I-285

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   | 16. North Residence Hall           |
| 2. Lupton Hall             | 17. Alumni Residence Hall          |
| 3. Phoebe Hearst Hall      | 18. Jacobs Residence Hall          |
| 4. Crypt of Civilization   | 19. Residence Halls (Phase II)     |
| 5. Goodman Hall            | 20. Salomone Memorial Soccer Field |
| 6. Traer Residence Hall    | 21. Maintenance Building           |
| 7. Philip Weltner Library  | 22. Greek Row                      |
| 8. Museum of Art           | 23. PATH Academy                   |
| 9. J. Mack Robinson Hall   | 24. Conant Performing Arts Center  |
| 10. Goslin Hall            | 25. Track                          |
| 11. Emerson Student Center | 26. Tennis Courts                  |
| 12. Dining Hall            | 27. Dorough Field House            |
| 13. Dempsey Residence Hall | 28. Schmidt Recreation Center      |
| 14. Schmidt Residence Hall | 29. Anderson Field                 |
| 15. Magbee Residence Hall  | 30. Hermance Stadium               |



# INDEX

Academic Advising.....	94	Code of Student Conduct.....	72
Academic Calendar.....	4	College Level Examination Program.....	28
Academic Departments.....	141	Commencement Exercises.....	102
Academic Dismissal.....	98	Communication and Rhetoric Studies Programs.....	169
Academic Good Standing and Probation for Athletes	98	Communication Policy.....	66
Academic Load.....	103	Community Life: See Student Affairs.....	55
Academic Policies for Financial Aid.....	38	Complaint Procedures.....	60, 69
Academic Probation.....	98	Computer Facilities and Services.....	21
Academic Regulations and Policies.....	93	Computer Science Courses.....	174
Accounting Programs.....	142	Computer Use Policy.....	22
Admission Appeal.....	29	Computing Ethics.....	21
Admission to Graduate Program: Master of Arts		Conant Performing Arts Center.....	18
in Teaching.....	181	Consensual Relationship Policy.....	64
Admission to Undergraduate Program.....	25	Core Credits for Study Abroad.....	138
Advanced Placement Program.....	31	Core Curriculum.....	133
Alcohol and Drug Policy.....	66	Core Equivalencies for Transfer Students.....	137
Allied Health Studies: see Biomedical Sciences and		Counseling and Personal Development.....	58
Allied Health Studies.....	158	Course Substitutions.....	127
American Studies Programs.....	145	Credit by Examination.....	31
Annual Scholarships.....	47	Cross Registration.....	95
AP (Advanced Placement) Program.....	31	Crypt of Civilization.....	13, 19
Application for Degree.....	101	Cultural Opportunities on Campus and in Atlanta.....	77
Application Procedure for Financial Assistance.....	39	Dean's List.....	101
Application Requirements and Procedures for		Degrees.....	140
Admission.....	26	Degrees with Honors Thesis.....	102
Applied Instruction in Music.....	214	Degrees with Latin Academic Honors.....	102
Art Programs.....	146	Dempsey Residence Hall.....	21
Athletics.....	59	Disability Programs and Services.....	126
Atlanta Regional Council for Higher		Discipline of Student Organizations.....	80
Education (ARCHE).....	20, 28, 95, 192, 208, 240	Discriminatory and Harassment Policy.....	59
Auditing Courses.....	101	Dorough Field House.....	18
Behavioral Science and Human Resource		Double Major Policy.....	102
Management Major.....	152	Driving Regulations.....	70
Biology Programs.....	153	Drop and Add.....	95
Biomedical Sciences and Allied Health Studies.....	158	Dual Degree Programs:.....	128
Biopsychology Major.....	159	Engineering.....	185
Board of Trustees.....	252	Environmental Studies.....	190
Business Administration Programs.....	160	International Partner in France.....	205
Campus Facilities.....	15	International Partner in Japan.....	205
Campus Map/Driving Directions.....	266	Early Admission.....	30
Campus Rules and Regulations.....	66	Earning a Second Add-on Major.....	102
Campus Security.....	68	Earning a Second Baccalaureate Degree.....	103
Career Services.....	57	Ecology Program.....	131
Center for Civic Engagement and Courses.....	125	Economics Programs.....	175
Changing a Student Major or Minor Program.....	94	Education Programs.....	178
Chemistry Programs.....	164	Email and Computer Use Policy.....	22
Civility Statement.....	61	Emerson Student Center.....	18
Class Attendance.....	96	Endowed Scholarships.....	41
CLEP (College Level Examination Program).....	28	Engineering Programs.....	185
Co-Curricular Initiative.....	121	English Programs.....	186

Environmental Studies Program.....	190	Internships: See Experiential Education.....	127
Evening Degree Program.....	250	Intramural and Recreational Sports .....	80
Experiential Education.....	127	Japanese Minor.....	207
Faculty.....	261	Joint Enrollment.....	29
Family Educational Rights and Privacy Act (FERPA).....	104	Latin Academic Honors.....	102
Fees.....	52	Latin Courses .....	210
Final Examinations .....	100	Leadership Program.....	130
Financial Assistance.....	33	Learning Communities.....	120
Financial Obligations.....	53, 96	Learning Resources Center .....	127
First-Year Experience.....	120	Library .....	20
First-Year Seminar.....	120	Lupton Hall .....	19
Foreign Language Programs.....	191	Magbee Residence Hall .....	21
Foreign Language Requirement.....	136	Major Programs and Requirements.....	140
Fraternalities .....	80	Master of Arts in Teaching .....	180
French Programs .....	191	Mathematics Programs.....	210
Fresh Focus.....	120	Meals.....	56
Gatehouse Security Arm Procedures .....	68	Minor Programs and Requirements .....	141
General Science Courses.....	195	Mission Statement and Goals .....	7
German Courses .....	195	Museum of Art.....	20
Good Academic Standing, Probation and Dismissal.....	98	Music Courses .....	214
Goodman Hall.....	18	National Alumni Association Board of Directors .....	259
Goslin Hall.....	18	Noise Policy .....	68
Grade Appeal Policy .....	100	Non-Traditional Students: see Special Status Admission .....	30
Grading .....	97	Normal Academic Load .....	103
Graduation Requirements.....	101	North Residence Hall.....	21
Greek Courses .....	196	OASIS.....	66, 86, 87, 95
Greek Organizations .....	80	Obligations to the University .....	53, 96
Greek Row .....	21	Oglethorpe Student Association (OSA).....	80
Grievance Procedures for Discrimination and Harassment .....	60	Oglethorpe University Mission and Goals .....	7
Hazing.....	67	Oglethorpe University Students Abroad (OUSA).....	128
Health Insurance.....	53	Orientation .....	56
Health Services .....	56	Parking and Driving Regulations.....	70
Hearst Hall .....	19	Petrel Points .....	121
History of Oglethorpe .....	11	Phase II Residence Hall.....	21
History Programs .....	196	Philosophy Programs.....	215
Home Schooled Applicants.....	27	Physics Programs.....	220
Honor Code .....	109	Placement Examinations.....	31
Honors and Awards.....	61	Placement for Introductory Science Courses.....	31
Honors Program and Courses.....	122	Politics Programs .....	223
Housing.....	56	Pre-law Studies Program.....	228
IB (International Baccalaureate) Program .....	32	Pre-medical Studies Program .....	228
Independent Study Policy.....	99	President's Advisory Council.....	256
Individually Planned Major .....	202	Presidents of the University .....	15
Individually Planned Minor .....	203	Professional Option.....	229
Interdisciplinary Studies Courses.....	204	Psychology Programs .....	229
International Applicants.....	28	Re-activation .....	96
International Baccalaureate Program.....	33	Re-admission .....	30
International Exchange Partnerships .....	129	Recognition of Campus Organizations .....	81
International Partner Degree Program, France.....	205	Records: Retention, Access and Protection .....	104
International Partner Degree Program, Japan .....	205	Refund Policy .....	52
International Studies Major.....	205	Registration .....	94
		Repetition of Courses.....	98

Residence Halls.....	18-21	Withdrawal from the University.....	96
Residence Life.....	83	Women's and Gender Studies Minor.....	245
Residency Requirement, Graduate.....	182	Writing Center.....	126
Residency Requirement, Undergraduate.....	28, 84	Writing Minor.....	247
Rich Foundation Urban Leadership Program.....	130		
Robinson Hall.....	19		
Room and Board.....	52		
Room Assignment Policies and Regulations.....	84		
R.O.T.C. at Georgia Institute of Technology.....	95		
Satisfactory/Unsatisfactory Option.....	97		
Schmidt Sport and Recreation Center.....	19		
Scholarships.....	41, 47		
Second Baccalaureate Degree.....	103		
Second Major.....	102		
Security Procedures.....	68		
Semester System: see Normal Academic Load.....	103		
Senior Transitions.....	125		
Sexual Harassment Policy.....	59		
Shakespeare and Renaissance Studies Minor.....	234		
Sheffield Alumni Suite.....	19		
Smoking.....	18, 67, 68		
Sociology Programs.....	235		
Sociology with Social Work Concentration.....	236		
Sophomore Choices.....	125		
Sororities.....	80		
Spanish Programs.....	239		
Special Status Admission.....	30		
Student Activities.....	78		
Student Affairs.....	55		
Student Classification.....	103		
Student Concern and Complaint Policies.....	69		
Student Conduct Policies.....	66, 74		
Student Demonstrations.....	67		
Student Guide to Oglethorpe.....	63		
Student Organizations.....	78, 80, 81		
Student Publications.....	81		
Student Rights and Responsibilities.....	58		
Study Abroad.....	128		
Teacher Education Programs.....	178, 180		
Theatre Programs.....	242		
Traer Residence Hall.....	20		
Transfer Applicants for Undergraduate Programs.....	27		
Transfer Credit for Graduate Program.....	182		
Transient Status for Oglethorpe Students.....	95		
Transient Students from Other Institutions.....	30		
Tuition and Costs.....	49		
Tuition Refund Policy.....	52		
University Communication Policy.....	66		
University Officers.....	265		
Urban Ecology Program.....	131		
Urban Leadership Program.....	130		
Vehicle Registration.....	71		
Weltner Library.....	20		
Withdrawal from a Course.....	95		





[WWW.OGLETHORPE.EDU](http://WWW.OGLETHORPE.EDU)



**OGLETHORPE**  
UNIVERSITY

4484 Peachtree Road N.E.  
Atlanta, Georgia 30319