

Oglethorpe

U N I V E R S I T Y



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1992-94 BULLETIN

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Oglethorpe

UNIVERSITY OF SOUTHERN CALIFORNIA

BULLETIN

1992-94 BULLETIN

Directions for Correspondence

Oglethorpe University, 4484 Peachtree Road, N.E., Atlanta, Georgia 30319-2797
(404) 261-1441

General College Policy	Donald S. Stanton President
Academic Policy	Anthony S. Caprio Provost
Admissions	Dennis T. Matthews Director of Admissions
Scholarships and Financial Aid	Pamela S. Beard Director of Financial Aid
Development and Fund Raising	Paul L. Dillingham Vice President for Development
Financial Information	John B. Knott, III Executive Vice President Janice C. Gilmore Director of the Business Office
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Continuing Education and Evening Classes	John A. Thames Dean of Continuing Education
Public Information and Public Relations	Kenneth B. Stark, Jr. Executive Director of University Communications

Oglethorpe makes no distinction in its admissions policies or procedures on grounds of age, sex, religion, race, color, national origin, or physical disability.

This *Bulletin* is published by the Office of the Provost, Oglethorpe University. The information included in it is accurate for the 1992-94 academic years as of the date of publication, April, 1992. The listing of a course or program in this *Bulletin* does not, however, constitute a guarantee or contract that it will be offered during the 1992-94 academic years.

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Visitors

We welcome visitors to the campus throughout the year. Those without appointments will find an administrative office open from 8:30 a.m. to 5:00 p.m. on weekdays. In addition, appointments are available on Saturday.

To be sure of seeing a particular officer, visitors are urged to make an appointment in advance. All of the offices of the University can be reached by calling Atlanta (404) 261-1441 (switchboard), or (404) 364-8307 (Admissions Office). The Admissions Office can also be reached by calling (800) 428-4484.

Accreditation

Oglethorpe University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's degrees and master's degrees.

The University's undergraduate and graduate teacher education programs are approved by the Department of Education of the State of Georgia.

Institutional Affiliations and Memberships

American Council on Education
Association of American Colleges
Association of Governing Boards
Association of Private Colleges and Universities in Georgia
Atlanta Chamber of Commerce
College Board
Council for Advancement and Support of Education
DeKalb Chamber of Commerce
Georgia Association of Colleges
Georgia Foundation for Independent Colleges
National Association of Independent Colleges and Universities
National Institute of Independent Colleges and Universities
Southern Collegiate Athletic Conference
University Center in Georgia

University members hold affiliations and memberships in the following professional organizations:

Academic Affairs Administrators
American Accounting Association
American Agricultural Economics Association
American Association for the Advancement of Core Curriculum
American Association for the Advancement of Science
American Association of Collegiate Registrars and Admissions Officers
American Association of Physics Teachers
American Association of Teachers of French
American Association of University Administrators
American Association of University Professors
American Astronomical Society
American Chemical Society
American Choral Directors Association
American College Personnel Association
American College Unions-International
American Economics Association
American Historical Association
American Institute of Biological Sciences
American Institute of Certified Public Accountants
American Institute of Chemists
American Library Association
American Management Association
American Marketing Association
American Mathematical Society
American Museum of Natural History
American Philosophical Society
American Physical Society
American Phytopathological Society
American Political Science Association

American Psychological Society
American Society for Training and Development
American Sociological Association
Asian Studies Center of Georgia
Association for Computing Machinery
Association for Continuing Higher Education
Association for Student Judicial Affairs
Association for Supervision and Curriculum Development
Association for the Sociology of Religion
Association of College and University Housing Officers - International
Association of Georgia Housing Officers
Association of Scholars in Georgia
Association of Third World Studies
Atlanta Historical Society
Atlanta History Center
Atlanta Press Club, Inc.
College and University Personnel Association
College Art Association
College Placement Council
College Reading Association
Committee on Women in Asian Studies
Council of Colleges of Arts and Sciences
Council of Undergraduate Psychology Programs
Council of Writing Program Administrators
Direct Marketing Association
Economic History Association
English Speaking Union
Entomological Society of America
European Behavioral Pharmacology Society
European Sleep Research Society
Financial Executives Institute
Georgia Academy of Science
Georgia Adult Education Association
Georgia Association for Foreign Student Affairs
Georgia Association of Accounting Instructors
Georgia Association of College Stores
Georgia Association of Collegiate Registrars and Admissions Officers
Georgia Association of Physical Plant Administrators
Georgia Association of Student Financial Aid Administrators
Georgia Chrysanthemum Society
Georgia College Personnel Association
Georgia College Placement Association
Georgia Council International Reading Association
Georgia Council of Teachers of English
Georgia Educational Advancement Council
Georgia Historical Society
Georgia Honors Council
Georgia Middle School Association
Georgia Music Educators Association

Georgia Philosophical Society
Georgia Professors of Middle Level Education
Georgia Professors of Reading
Georgia Society of Certified Public Accountants
Georgia Sociological Association
German Studies Association
International Federation of Choral Music
International Reading Association
International Society for Metaphysics
International Society of Plant Pathology
International Time Capsule Society
Japan-America Society of Georgia
Kagawa Society
Mathematical Association of America
Medieval Academy of America
Metropolitan Atlanta Council International Reading Association
Mid-West Sociological Society
Modern Language Association of America
National Association for Foreign Student Affairs
National Association of Advisers for the Health Professions
National Association of Basketball Coaches
National Association of College Admission Counselors
National Association of College and University Business Officers
National Association of College Auxiliary Services
National Association of College Stores
National Association of Collegiate Directors of Athletics
National Association of Educational Buyers
National Association of Recording Arts and Sciences
National Association of Scholars
National Association of State Budget Officers
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Center for Science Education
National Collegiate Athletic Association
National Council for the Social Studies
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National Reading Conference
National Science Teachers Association
National Society for Internships and Experiential Education
National Society of Fund Raising Executives
National Systems Programmers Association
North American Conference on British Studies
North American Society for Sport History
North Carolina Writing Project
North Central Agricultural Economics Association
Northeastern Agricultural and Resource Economics Association
Northeastern Political Science Association

Planning History Group
Progressive Composition Caucus
Psychonomic Society
Public Relations Society of America
Sales and Marketing Executives of Atlanta
Sigma Xi (Scientific Research) Society
Society for Asian and Comparative Philosophy
Society for Developmental Biology
Society for Greek Political Thought
Society for Human Resource Management
Society for Neuroscience
Society for the Advancement of Scandinavian Study
Society for the Scientific Study of Religion
Society for the Study of Symbolic Interaction
South Atlantic Modern Language Association
Southeastern Association for College Student Affairs
Southeastern Association of Housing Officers
Southeastern Psychological Association
Southern Agricultural Economics Association
Southern Association for College Student Affairs
Southern Association of College Admission Counselors
Southern Association of College and University Business Officers
Southern Association of Student Financial Aid Administrators
Southern College Placement Association
Southern Economic Association
Southern Historical Association
Southern Political Science Association
Southern Society for Philosophy and Psychology
Southern Sociological Society
The Federalist Society
The Tennyson Society
Urban History Association
Wiltshire Record Society

University Calendar

Fall Semester, 1992

Sun	August 23	Opening of Residence Halls
Mon	August 24	Orientation and Testing of New Students; Registration of Returning Students
Tue	August 25	Registration of New Students
Wed	August 26	First Day of Classes
Wed	September 2	Last Day to Drop or Add a Course; End of Late Registration
Mon	September 7	Labor Day Holiday
Fri	October 16	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
M-F	November 9-13	Pre-Registration for Spring Semester, 1993
W-S	November 25-29	Thanksgiving Holidays
Mon	November 30	Classes Resume
Mon	December 7	Last Day of Classes
Tue	December 8	Reading/Preparation Day
W-F	December 9-11	Final Examinations
Sat	December 12	Final Examinations for Saturday Classes
M-T	December 14-15	Final Examinations

Spring Semester, 1993

Sun	January 10	Opening of Residence Halls
Mon	January 11	Registration
Tue	January 12	First Day of Classes
Mon	January 18	Martin Luther King, Jr. Holiday
Wed	January 20	Last Day to Drop or Add a Course; End of Late Registration
Fri	March 5	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
Sat	March 13	Beginning of Spring Vacation (5:00 p.m.)
S-S	March 14-21	Spring Holidays
Mon	March 22	Classes Resume
M-F	April 5-9	Pre-Registration for Summer and Fall Semesters, 1993
Tue	April 27	Last Day of Classes
Wed	April 28	Reading/Preparation Day
Th-F	April 29-30	Final Examinations
Sat	May 1	Final Examinations for Saturday Classes
M-W	May 3-5	Final Examinations
Sat	May 8	Commencement

Fall Semester, 1993

Sun	August 29	Opening of Residence Halls
Mon	August 30	Orientation and Testing of New Students; Registration of Returning Students
Tue	August 31	Registration of New Students
Wed	September 1	First Day of Classes
Mon	September 6	Labor Day Holiday
Wed	September 8	Last Day to Drop or Add a Course; End of Late Registration
Fri	October 22	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
M-F	November 15-19	Pre-Registration for Spring Semester, 1994
W-S	November 24-28	Thanksgiving Holidays
Mon	November 29	Classes Resume
Mon	December 13	Last Day of Classes
Tue	December 14	Reading/Preparation Day
W-F	December 15-17	Final Examinations
Sat	December 18	Final Examinations for Saturday Classes
M-T	December 20-21	Final Examinations

Spring Semester, 1994

Sun	January 16	Opening of Residence Halls and Orientation
Mon	January 17	Martin Luther King, Jr. Holiday
Tue	January 18	Orientation and Registration
Wed	January 19	First Day of Classes
Wed	January 26	Last Day to Drop or Add a Course; End of Late Registration
Fri	March 11	Mid-Term; Last Day to Withdraw from a Course with a "W" Grade
Sat	March 19	Beginning of Spring Vacation (5:00 p.m.)
S-S	March 20-27	Spring Holidays
Mon	March 28	Classes Resume
M-F	April 11-15	Pre-Registration for Summer and Fall Semesters, 1994
Tue	May 3	Last Day of Classes
Wed	May 4	Reading/Preparation Day
Th-F	May 5-6	Final Examinations
Sat	May 7	Final Examinations for Saturday Classes
M-W	May 9-11	Final Examinations
Sat	May 14	Commencement

Courses also are offered during summer sessions. For dates and course offerings, contact the Registrar's Office.

Tradition, Purpose and Goals



Tradition, Purpose, and Goals

Oglethorpe derives its institutional purpose from an awareness and appreciation of the University's heritage and from an analysis of the needs of contemporary society. The goals of the educational program and of other component parts of the University are based on this sense of institutional purpose.

The Oglethorpe Tradition

Three main ideas or models of what higher education ought to be have shaped American colleges and universities. The first is the model of the English college, particularly in the form developed at Oxford and Cambridge in the 18th and 19th centuries. Most of the older institutions in the United States were patterned on the English colleges of that period. Many observers have concluded that this is the finest type of collegiate education produced by Western civilization.

The second idea is that of the German university, especially of the 19th century. This model, which has had enormous influence on American universities, stresses professional education (as in medicine and law), graduate study leading to the Ph.D. degree, and specialized research. The German university idea was imported into the United States by Johns Hopkins and other institutions in the last century and has left its mark on every college and university in the country.

The third idea or model is that of the land-grant college, a uniquely American institution created by the Morrill Act, passed by Congress in 1862. This model emphasizes large-scale technical education and service to agriculture and industry. It has contributed especially to education in such fields as engineering and agriculture and has been the foundation on which many of the state universities have been built.

Oglethorpe University identifies itself with the tradition of the English college. 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*. It would be overstating the matter to say that Oglethorpe University has been untouched by the other two conceptions of higher education, but it has certainly been shaped principally by the English tradition of collegiate education.

What are the distinctive features of that tradition? Hundreds of books have been written on the subject, perhaps the most influential of which is John Henry Newman's *The Idea of a University*, one of the great educational classics. 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 believe that this is a more useful undergraduate education for the able young person than technical training for a specific job.
2. Colleges such as Oglethorpe stress the basic academic competencies — reading, writing, speaking, and reasoning — and the fundamental fields of knowledge — the arts and sciences. These are essential tools of the educated person.
3. Close relationships between teacher and student are indispensable to this type of education. A teacher is much more than a conveyor of information — the invention of the printing press 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. Factory-like instruction, conducted in huge classes, is the very antithesis of the English tradition.

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.

Two other aspects of Oglethorpe's tradition were contributed by Philip Weltner, President of the University from 1944 to 1953. Oglethorpe, he said, should be a "small college which is superlatively good." Only at a small college with carefully selected students and faculty, he believed, could young persons achieve their fullest intellectual development through an intense dialogue with extraordinary teachers. Thus, a commitment to limited size and superior performance are important elements 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 our complex and rapidly changing society. What are the requirements of an education intended to inform and enrich lives and careers that will be conducted in the remainder of this century and beyond?

Many commentators on contemporary social conditions and future trends agree that the rapidly changing society in which we live places a premium on adaptability. Persons in positions of leadership must be able to function effectively in changing circumstances. Rigid specialization, with its training in current practice, ill prepares the graduate for responsibilities in such a society. The broadly educated person, schooled in fundamental principles, is better equipped to exercise leadership in a world that is being transformed by high technology and new information.

Oglethorpe emphasizes the preparation of the humane generalist — the kind of leader needed by a complex and changing society. Our purpose is to produce graduates who are broadly educated in the fundamental fields of knowledge and the basic concepts and principles of their disciplines and who are prepared to exercise responsible leadership in public and private life.

The University limits its educational program to the arts and sciences, business administration, and teacher education. It defines its primary role as the conduct of a program of undergraduate education for men and women of above-average ability and traditional college age. In addition, a master's degree in teacher education and programs of continuing education for adults are offered as services to the local community.

Goals

Educational programs at Oglethorpe seek to produce graduates who display abilities, skills, intellectual attitudes, and sensitivities which are related to the University's purpose. The curriculum is designed to develop the following:

-
1. The ability to comprehend English prose at an advanced level.
 2. The ability to convey ideas in writing and in speech — accurately, grammatically, and persuasively.
 3. Skill in reasoning logically about important matters.
 4. An understanding of the values and principles that have shaped Western civilization and of the methods employed in historical inquiry.
 5. A knowledge and appreciation of great literature, especially the great literature of the English-speaking world.
 6. An appreciation of one or more of the arts and an understanding of artistic excellence.
 7. An acquaintance with the methods of inquiry of mathematics and science and with the results of the efforts of scientists to understand the physical and biological phenomena.
 8. An understanding of the most thoughtful reflections on right and wrong and an allegiance to principles of right conduct.
 9. A basic understanding of our economic, political, and social systems and of the psychological and sociological influences on human behavior.

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' experience in advanced courses in their chosen disciplines to encourage the life-long "habit of mind" that is extolled in 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.

The central considerations of the Oglethorpe core curriculum are expressed in the form of five questions that have no easy answers:

1. What are our present ways of understanding ourselves and the universe?
2. How do these ways of understanding evolve?
3. How do we deal with conflicts in our ways of understanding?
4. How do we decide what is of value?
5. How do we decide how to live our lives?

The Oglethorpe core curriculum initiates and sustains meaningful discussion about matters which are and have been fundamental to understanding the human condition and dealing thoughtfully with its ambiguities. The courses in the core program present a variety of distinct ways of knowing or understanding ourselves and our world.

As students become actively engaged with faculty in asking and attempting to answer the central questions raised by the core courses, they will learn to appreciate the life of the mind and to be interested in hearing the variety of voices that have addressed these questions. In an effort to ensure that students encounter such points of view directly, Oglethorpe's core courses are designed to stimulate intensive interaction between faculty and students.

The core curriculum provides only a beginning for the investigation of significant questions. What students have at the completion of the Oglethorpe core program are not final answers but a multiplicity of ways of knowing and experiencing the world. They will, in addition, be prepared to continue this inquiry on their own.

All undergraduate programs also require the student to develop a deeper grasp of one or more fields of knowledge organized coherently as a major. The student's

major may be pursued in a single field, such as biology, economics, or English, or it may cut across two or more traditional fields (as an interdisciplinary or individually planned major).

The curriculum and extracurricular life are structured to engender in students the following:

1. The willingness and ability to assume the responsibilities of leadership in public and private life, including skill in organizing the efforts of other persons in behalf of worthy causes.
2. An inclination to continue one's learning after graduation from college and skill in the use of books and other intellectual tools for that purpose.
3. A considered commitment to a set of career and life goals.
4. An awareness of the increasingly international character of contemporary life and skill in interacting with persons of diverse cultural backgrounds.

The graduate program in teacher education seeks to support elementary and middle grades education in the University's neighboring community by providing members of the teaching profession with the opportunity to enhance their knowledge and skills in areas of assessed need. The program enables practicing teachers and other students to achieve career advancement by earning the initial graduate degree in the field of education. Program graduates are expected to have developed and demonstrated:

1. Familiarity with the scholarly literature in their field of study.
2. Expertise in appropriate research techniques.
3. The capacity for sustained study and independent thought.

The continuing education program enables members of the metropolitan community to pursue their educational goals in a variety of programs and courses. Baccalaureate courses selected for adult learners from the regular undergraduate curriculum are offered in the evening and on weekends. Majors and programs of special relevance and interest to those already employed are emphasized to enable program graduates to attain advancement in their careers.

Non-credit courses also are offered in the continuing education program in order to provide service to as broad a segment of the community as possible. Courses focused on the goals of personal enrichment and professional development are offered during evening hours. Career advancement goals may be pursued in the non-credit curriculum through a certificate program in management.

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

History



History

Oglethorpe University was chartered in 1835 and began classes in 1838 on a campus at Midway near Milledgeville, then Georgia's state capital. The new University commemorated in its name Georgia's founder, General James Edward Oglethorpe, who had established the Colony of Georgia some 100 years earlier in order to defend British North America and provide a new field of economic opportunity for the disadvantaged. Oglethorpe University grew and prospered until 1860, when war caused the suspension of instruction. After the war, the institution relocated to Atlanta, the new state capital. For several years, classes were held in a large mansion house on the present site of the Atlanta City Hall.

The University's 20th-century history began with its re-founding on a new suburban campus in 1915 by a group of business and civic leaders led by Dr. Thornwell Jacobs and supported by Oglethorpe alumni. The recipient of a generous grant of land on Peachtree Road north of Atlanta, the new Oglethorpe University began classes in September, 1916, as an independent non-denominational institution. A number of new buildings were constructed in the 1920s in the collegiate Gothic style of Oxford's Corpus Christi College, General Oglethorpe's *alma mater*. Dr. Jacobs guided the development of the University as President until his retirement in 1944.

Under Dr. Jacobs' leadership, the University pioneered in several areas, including education for gifted students and graduate education courses for teachers. Emphasis was placed on intercollegiate athletics, and Oglethorpe had notable teams in football and baseball. The University expanded its program rapidly during the 1920s and sponsored the first educational radio station.

Since World War II, and especially during the last decade, Oglethorpe has focused its efforts on the development of a rigorous, coherent undergraduate curriculum in the arts and sciences, business administration, and education that is designed for students of above-average ability and motivation. In addition, a graduate program in teacher education and a variety of continuing education programs for adults have been offered as part of the University's outreach to the community.

The University now draws its student body of 1,100 from a wide geographic area. About one-half of its students come from Georgia. Substantial numbers are attracted from Florida, the Middle Atlantic States, and the Middle West. In a given year, the student body also includes persons from about 25 other countries. Education at Oglethorpe is intended to be a cosmopolitan and broadening experience. The University has become increasingly selective in admissions, and most of its entering students come from the top 10 percent of high school graduates.

Special attention has been given to keeping costs of Oglethorpe's educational programs within reason, and the University has received national recognition for providing high quality educational opportunities at moderate cost. The availability of a variety of financial aid programs also helps to ensure that academically able students from varying socio-economic backgrounds are able to enroll.

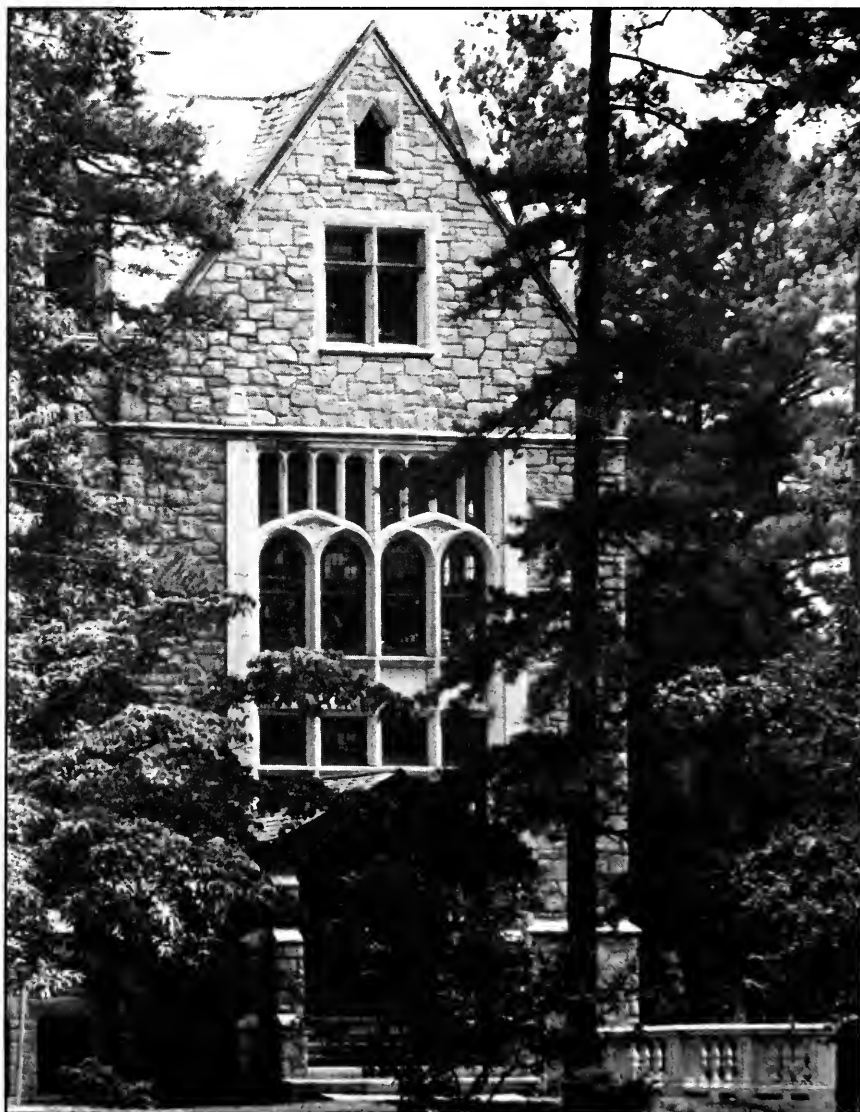
The University has sought to bring together an outstanding, nationally recruited faculty, dedicated to excellence in classroom teaching and committed to participation in campus life. The leading graduate schools in the country are well represented on the Oglethorpe faculty. The student body is one of the ablest in the Southeast.

Looking toward the future, the University will continue to strive to provide an excellent academic program, which prepares men and women to exercise leadership in their chosen fields and professions and in community affairs.

The Presidents of the University

Carlyle Pollock Beman, 1836-1840
Samuel Kennedy Talmage, 1841-1865
William M. Cunningham, 1869-1870
David Wills, 1870-1872
Thornwell Jacobs, 1915-1943
Philip Weltner, 1944-1953
James Whitney Bunting, 1953-1955
Donald Wilson, 1956-1957
Donald Charles Agnew, 1958-1964
George Seward, Acting, 1964-1965
Paul Rensselaer Beall, 1965-1967
Paul Kenneth Vonk, 1967-1975
Manning Mason Pattillo, Jr., 1975-1988
Donald Sheldon Stanton, 1988-

Buildings and Grounds



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. When appropriate, classes are reassigned so that 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, offices, labs, meeting rooms, lounge areas, restrooms, corridors, stairwells, the Library, the Field House, the Student Center, and any other interior spaces in buildings. An exception to the rule is provided for residents in the privacy of their residence hall rooms.

Lowry Hall - Philip Weltner Library

The Philip Weltner Library is a newly remodeled and expanded facility which includes a formal reading room with an atrium, a glass-enclosed quiet reading room, and an after-hours reading room. In addition, there are numerous study rooms and carrels, as well as an audio-visual room. The Library of Congress classification is used in an open-stack arrangement allowing free access to users on all three floors.

The collection of over 95,000 volumes includes books, periodicals, and microforms, as well as audio-visual and machine-readable materials. More than 800 periodical subscriptions provide a diversified range of current information.

The library has an on-line catalog and a computerized circulation system to aid the library patron. The library is a member of the library consortium of the University Center of Georgia.

The library is open seven days a week during the regular academic year.

Oglethorpe Museum

The Oglethorpe Museum, located on the third floor of the Philip Weltner Library, will open in the fall of 1992, after extensive renovations. The museum, covering 7,000 square feet, has a comfortable environment, created by the intimate spaces of two galleries. It is considered an important cultural addition to Atlanta's growing art scene, drawing thousands of visitors each year.

In addition to the permanent collection, three exhibitions are held each year, which focus on realistic, historical and/or international images of art.

The museum sponsors a unique, International Artist-in-Residence program, bringing to campus a well-known artist from another country to work in the Faith Hall Art Studios and to hold visiting hours for the students and the public. An exhibition of the artist-in-residence's work can be viewed.

The museum is open to the public daily, except Mondays, during the academic year.

The Emerson Student Center

The 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 a lounge, television area, a student-managed club, a physical fitness

facility, the student post office, the student association office, the newspaper and yearbook offices, the cafeteria, the offices of the Dean of Community Life, the Director of the Student Center, the Director of Career Planning and Placement, the Director of Housing, and the Director of Musical Activities. An outdoor swimming pool is adjacent to the building.

Lupton Hall

Lupton Hall, built in 1920 and named in honor of John Thomas Lupton, was one of the three original buildings on the present Oglethorpe University campus. It was renovated in 1973 and contains administrative offices and an auditorium with seating for 300 persons. The University Business Office is located on the lower level of Lupton Hall; the Office of the Provost, the Registrar, and the Admissions Office are on the first floor; Offices of the President, Executive Vice President, Development, University Communications, Public Relations, Alumni Affairs, and two lecture halls are on the second floor. The Office of Financial Aid, faculty offices and a computer laboratory are on the third floor.

The cast-bell carillon in the Lupton tower has 42 bells which chime the quarter hours.

Phoebe Hearst Hall

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

It was renovated in the fall of 1972 as a classroom and faculty office building. Most classes, with the exception of science and mathematics, are held in this building which is located directly across from Lupton Hall. The University Bookstore is located on the lower level of the building.

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

Goslin Hall

Goslin Hall was completed in 1971 and houses the Division of Science and Mathematics. Laboratories for biology, chemistry, and physics, and lecture halls are located in the building. Goslin Hall was named in honor of Dr. Roy N. Goslin, the late Professor Emeritus of Physics, for his many years of dedicated work for the college and the nation. A new physics laboratory, made possible by a grant from the Olin Foundation, was opened in 1979. All laboratories were renovated in 1985.

Traer Hall

Built in 1969, Traer Hall is a three-story women's residence which houses 168 students. Construction of the building was made possible through the generosity of the late Wayne S. Traer, Oglethorpe University alumnus of the class of 1928. The double occupancy rooms, arranged in suites, open onto a central plaza courtyard.

Goodman Hall

Goodman Hall was built in 1956 and renovated in 1970, when it was transformed from a men's into a women's residence hall. The building contains 26 single occupancy rooms.

Upper Residence Hall Complex

Five residence halls are situated around the upper quadrangle. Constructed in 1968, these buildings house both men and women. All rooms on the first and second floors are suites with private entrances and baths.

Faith Hall

The Student Health Center and the Counseling Office are located on the upper level of Faith Hall, together with art studios and lecture rooms. The lower level of Faith Hall houses the maintenance facility.

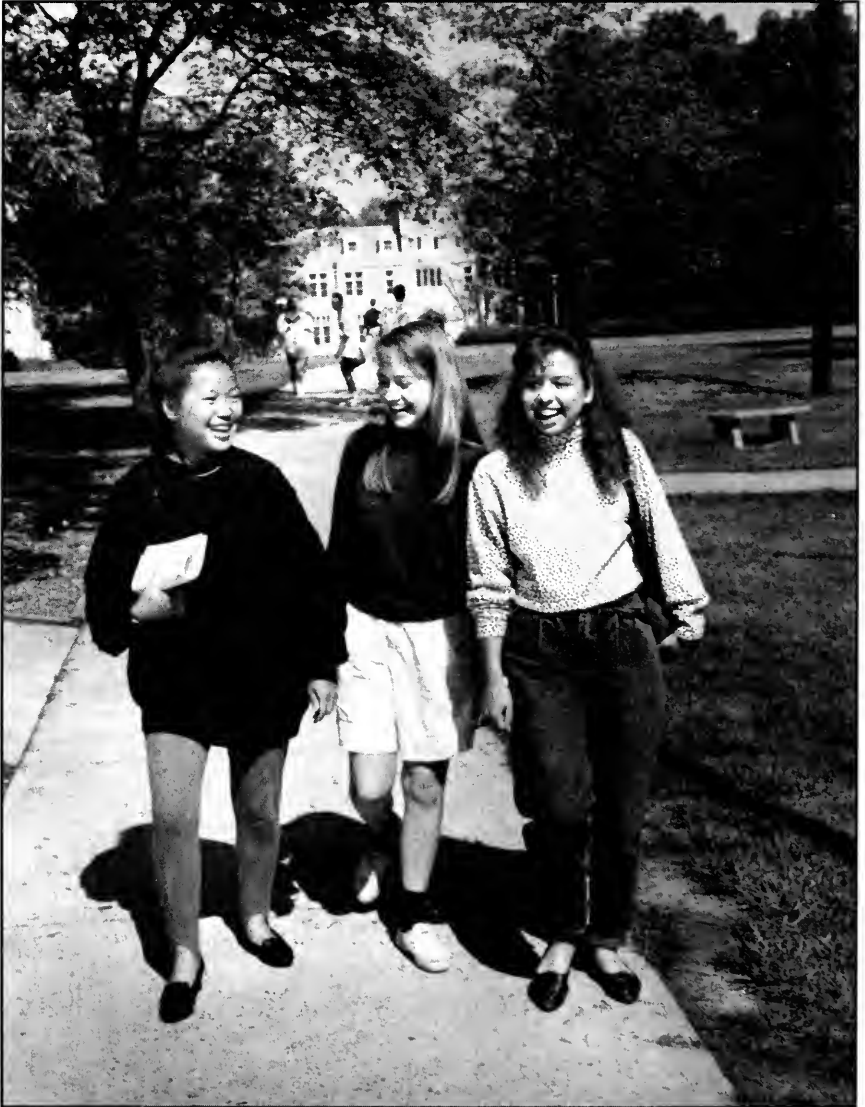
R. E. Dorough Field House

The Dorough Field House is the site of intercollegiate basketball and volleyball, intramural and recreational sports, and large campus gatherings such as concerts and commencement exercises. Built in 1960, this structure underwent major renovation in 1979. The building is named for the late R. E. Dorough, a former Trustee of the University.

Athletic Facilities

Intercollegiate soccer and intramural softball are played on the Oglethorpe soccer field which is located behind the upper residence hall complex. Intercollegiate baseball is played on Anderson Field between Hermance Stadium and Dorough Field House. Six tennis courts are adjacent to the field house and below them is a six-lane, all-weather reslite track. A student-sponsored physical fitness center is located in the Emerson Student Center.

Admissions



The admissions policy of Oglethorpe University is based on an individual selection process. Throughout its history, Oglethorpe has welcomed students from all sections of the country, as well as from abroad, as candidates for degrees. It is the policy of the Admissions Committee to select for admission to the University applicants who present strong evidence of purpose, maturity, scholastic ability, and probable success at Oglethorpe. Applicants wishing to enroll in the evening credit program should consult the section on Continuing Education in this *Bulletin*.

Freshman Applicants

Admission to the undergraduate division of the University may be gained by presenting evidence of successful completion of secondary school work and by providing the results of the College Entrance Examination Board's Scholastic Aptitude Test (SAT) or the results of the American College Testing Program Assessment (ACT).

Arrangements to take the SAT or ACT may be made through a secondary school guidance counselor or by writing directly to one of the testing agencies. For SAT write to the College Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 90701. For ACT write to American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240. It is to the applicant's advantage to take one of the tests late in the junior year or early in the senior year of high school.

Applicants should normally have or be in the process of completing a secondary school program including appropriate courses in English, mathematics, and/or science, and social studies. While an admissions decision may be based on a partial secondary school transcript, a final transcript must be sent to the Admissions Office by the candidate's school, showing evidence of academic work completed and official graduation.

The Oglethorpe application contains a reference form and a list of other materials which must be submitted by the applicant. No application will be considered and acted upon until the items indicated have been received.

Students may choose from early decision and regular decision admissions.

Application Procedure

All correspondence concerning admission should be addressed to the Admissions Office, Oglethorpe University, 4484 Peachtree Road, Atlanta, Georgia 30319. After receiving the application form, the applicant should complete and return it with an application fee of \$25.

Entering freshmen must also submit the following: letter of reference from a high school counselor or teacher; official transcript of high school work; and SAT or ACT scores. Transfer students must submit the completed application form with the \$25 application fee, plus the following: letter of good standing from the registrar or dean of the college previously attended, official transcript of each college attended, and a high school transcript and test scores if less than one full year of college work has been completed.

When a student has completed the application process, the Director of Admissions and the Admissions Committee will review the application. If accepted, the student will be required to submit an enrollment deposit to reserve accommodations for the appropriate session. Residence hall students submit a deposit of

\$200, commuters \$100. While the deposit is not refundable, it is applicable toward tuition and fees.

Early Decision

This program allows students for whom Oglethorpe is their first choice to be considered on a priority basis. Completed applications with supporting materials are due on or before December 5. Candidates will be required to certify that they are not applying to any other colleges under an Early Decision plan. Notification on admission by Oglethorpe will be made on or about December 15. Early Decision candidates applying for scholarship or financial aid assistance must file the appropriate forms by January 5.

Accepted students will be required to submit their deposits by February 1 and to certify that they have withdrawn applications from other schools. Early Decision students who do not submit their deposits as required will have offers of admission and financial assistance rescinded.

Regular Decision

Candidates for Regular Decision may submit their applications at any time, although the University will accept applicants after March 1 only on a "space-available" basis. To be considered, freshman applicants should submit a completed application form, high school transcripts, standardized test scores, and recommendation(s). Achievement tests, essays, portfolios, or videos are not required for admission purposes but will be considered if submitted. Interviews and campus visits are not required but are strongly recommended.

If, upon review of an applicant's file, it is felt that further information would be helpful (i.e. mid-year grades), the student will be notified. Decisions will be mailed on or about February 1, and afterwards on a rolling basis.

Transfer Students and Transfer Policies

Students who wish to transfer to Oglethorpe from other regionally accredited colleges are welcome, provided they are in good standing at the last institution attended. They are expected to follow regular admissions procedures and will be notified of the decision of the Admissions Committee in the regular way.

The same transfer policies and regulations apply to both day and evening students.

Most financial aid awards and scholarships are available to transfer students as well as first-time freshmen.

The same information is required of the transfer student as for the entering freshman, although high school records, test scores, and reference forms are not required of students having more than one full year of transferable credit.

Transfer students must submit transcripts of all current and previous college work. A separate official transcript from each college attended must be received before any action will be taken on the application.

Oglethorpe University will accept as transfer credit courses comparable to University courses which are applicable to a degree program offered at Oglethorpe.

Acceptable work must be shown 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, unless a student has graduated from an accredited junior college, or a "D" grade is followed by a "C" grade or better in a normal sequence course (e.g., General Biology I and II).

Transfer students on probation or exclusion from another institution will not be accepted.

Transfer students must have a grade-point average of 2.3 (on a 4.0 scale) to be eligible for admission.

Transfer students who have earned an associate degree at a regionally accredited junior college will be awarded two years of credit. Junior college graduates with strong academic records are encouraged to apply for admission.

Oglethorpe University will accept as many as 30 hours of United States Armed Forces Institute (USAFI) credit.

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.

The maximum total number of semester hours that may be transferred into Oglethorpe is 75. A minimum of 45 semester hours must be earned through course work at Oglethorpe in order for an Oglethorpe degree to be awarded, with 30 of the last 60 hours earned in residence (residency requirement).

Credits earned at post-secondary institutions accredited by the six regional accrediting bodies (e.g., Southern, Middle States, New England, etc., Associations) will be accepted in day and evening programs.

Courses taken at schools accredited by national crediting bodies (e.g., Association of Independent Schools and Colleges, American Association of Bible Colleges, etc.) may be credited. In these cases, division chairs in whose areas the courses relate will receive from the Dean of Continuing Education the student's transcript, an actual catalog course description provided by the student, and a syllabus for the course provided by the student. Division chairs will determine whether or not courses are to receive transfer credit.

Courses recognized by the American Council on Education (ACE) may be credited by the Dean of Continuing Education and the Registrar. Programs not recognized by ACE will not be given credit.

A maximum of 30 semester hours may be earned through College Level Examination Program (CLEP tests). Maximum credit for Advanced Placement tests (AP testing) is also 30 semester hours. Please consult the section, Credit by Examination, on the following pages.

In all cases, only 75 semester hours may be earned outside of Oglethorpe University through any of the means described above. At least 45 semester hours must be earned in course work for which Oglethorpe credits are granted.

A minimum of 15 semester hours of a major must be in course work taken at Oglethorpe University (for teacher education majors, please refer to Division VI requirements in this *Bulletin*). A minimum of nine semester hours of a minor must be in course work taken at Oglethorpe. For education majors, these requirements must be fulfilled before student teaching.

International Students

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

All students from countries where English is not the native language must meet one of the following requirements to be considered for admission:

1. Complete level 109 from an ELS, Inc. language center.
2. Score a minimum of 500 on the TOEFL (Test of English as a Foreign Language).
3. Score 400 or more on the verbal section of the International Scholastic Aptitude Test.
4. Have a combined 2.3 grade-point average with no grade below a "C" in two English composition courses from an AACRAO (American Association of Collegiate Registrars and Admissions Officers) accredited college or university.

International students must take an English composition placement test prior to beginning the first semester of classes. They will be placed in an appropriate English composition course. The normal sequence of composition courses for students from non-English-speaking countries is: English as a Second Language I and II followed by Analytical Writing.

An international student's secondary school credentials are subject to the acceptance criteria stated for his or her country in the AACRAO world education series, governed by the National Council on the Evaluation of Foreign Educational Credentials, 1717 Massachusetts Avenue, N.W., Washington, DC 20036.

All students from nations where English is the native language must have one of the following to be considered for admission:

1. A combined SAT score of 900, with at least 400 on the verbal section.
2. An ACT score of at least 21.
3. Above-average scores on the "A" level examinations in British system schools or their equivalent in Northern Ireland or Scotland.

Joint Enrollment Students

Students who have attained junior or higher standing in their secondary schools may apply for enrollment in suitable courses offered at the University.

Admission to the joint enrollment program will depend upon a joint assessment by appropriate personnel of the student's secondary school and by Oglethorpe admissions personnel.

In general, the candidate must have the social maturity to benefit from a collegiate experience and possess a "B" or higher grade-point average along with a combined score of 1050 or higher on the Scholastic Aptitude Test or its equivalent. A student seeking admission should write or call the Joint Enrollment Counselor in the Registrar's Office at Oglethorpe to receive an application. No more than four courses may be taken as a joint enrollment student.

Early Admission (Early Entrance)

A gifted student of unusual maturity whose high school record shows excellent academic performance through the junior year in a college preparatory program, and whose score on a standardized aptitude test are high, may submit his or her

application for admission to the University for enrollment after the junior year in high school. The candidate should have the support of his or her parents in writing submitted with the application. A strong recommendation from the high school is expected, and the candidate must come to campus for a personal interview with a senior admissions officer.

Transient Students

Transient students may take any course offered by the University, provided that they secure permission from their current institution certifying that the institution will accept for transfer credit the academic work done by the student at Oglethorpe. This permission is the responsibility of the transient student.

A letter of good standing or a current transcript must be sent to the Admissions Office before a transient student can be accepted.

Credit by Examination

There are two testing programs through which students may earn credit for required or elective courses. Any student who has questions about these examinations should consult with the Registrar. No more than 30 semester hours of credit will be accepted from each of the programs described below.

College Level Examination Program - CLEP

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

CLEP examinations normally are taken before the student matriculates at Oglethorpe. Only under special circumstances will credit be awarded for an examination taken after the student completes his or her first semester at Oglethorpe University. A maximum of three semester hours will be awarded for each examination. A maximum of 30 semester hours may be earned with acceptable CLEP scores.

All students are required to take placement examinations in English composition, mathematics, and foreign languages (if they plan to take a course in a given language) and are placed accordingly.

Advanced Placement Program

The University encourages students who have completed Advanced Placement examinations of the College Entrance Examination Board to submit their scores prior to enrollment for evaluation for college credit. The general policy of Oglethorpe toward such scores is the following: 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; maximum credit allowed to any student for Advanced Placement tests will be 30 semester hours. Specific policies are indicated in the chart which follows.

All students are required to take placement examinations in English composition, mathematics, and foreign languages (if they plan to take a course in a given language) and are placed accordingly.

ADVANCED PLACEMENT CREDIT CHART

(Accepted Examination Grades: 3, 4, 5)

AP Exam	Semester Hours Awarded	Course Equivalents	Special Conditions
Art			
Studio	3	1182 Drawing	
History	3	C181 Art and Culture	
Biology	3	C352 Natural Science: The Biological Sciences	Completion of 1311 General Biology I with a grade of "A" and favorable evaluation by the biology faculty required for four additional semester hours credit and exemption from 1312 General Biology II.
Chemistry	3	C351 Natural Science: The Physical Sciences	
Computer Science			
Grade 4 or 5	6	2541, 2542 Introduction to & Principles of Computer Science	
Grade 3	3	2541 Introduction to Computer Science	
Economics	3	1521 Introduction to Economics	
English			
Language & Composition Grade 4 or 5	3	Elective credit	
Language & Composition Grade 3	3		Essay will be evaluated by English faculty, if submitted by student.
Literature & Composition Grade 4 or 5	3	Elective Credit	
Literature & Composition Grade 3	3		Essay will be evaluated by English faculty, if submitted by student.
French			
Language	8	1173, 1174 Elementary French I & II	
Literature	6	General credit in French	
German			
Language	8	1175, 1176 Elementary German I & II	
Literature	6	General credit in German	
Government	3	1222 Introduction to Politics	
History			
American	6	2216, 2217 American History to 1865 & Since 1865	
European	3	C212 The West and the Modern World	
Latin	8	General credit in Latin	
Mathematics			
Calculus AB	3	1335 Calculus I	
Calculus BC	6	1335, 1336 Calculus I & II	
Music			
Theory	3	2131 Music Theory I	
Appreciation	3	C131 Music and Culture	

Physics		
Physics B	8	1341, 1342 General Physics I & II
Physics C	10	2341, 2342 College Physics I & II
	3	C351 Natural Science: The Physical Sciences

Spanish		
Language	8	1171, 1172 Elementary Spanish I & II
Literature	6	General credit in Spanish

Campus Visit

While not a requirement of the admissions process, the candidate is urged to visit the campus and explore the academic and leadership opportunities that encompass the Oglethorpe tradition of a collegiate education.

Additional information may be obtained by contacting the Admissions Office, (404) 364-8307 in the Atlanta calling area or (800) 428-4484 from other locations.

Continuing Education



Oglethorpe University's Division of Continuing Education offers a variety of educational opportunities to adults in the metropolitan Atlanta area. Included are credit courses in the liberal arts and business, non-credit courses, and educational experiences designed to meet the specific needs of employers, organizations, and members of vocational groups.

All correspondence concerning admission to the Continuing Education Program should be addressed to the Office of Continuing Education, Oglethorpe University, 4484 Peachtree Road, Atlanta, Georgia 30319-2797. The telephone number for the Continuing Education Office is (404) 364-8383.

Degree Program

An evening-weekend credit program serves two groups: those who wish to take a limited number of courses for special purposes and those who desire to earn baccalaureate degrees. Degree programs are offered in accounting, business administration, business administration and computer science, business administration and behavioral science, and the individually planned major. Classes meet two nights a week (Monday and Wednesday or Tuesday and Thursday) or on Saturday mornings. The academic year is divided into three full sessions — fall, spring, and summer — and an abbreviated session in May. To qualify for the special tuition rates offered to continuing education students, a student must take all courses in the evening or on Saturdays.

Admission as a Regular Degree Student

In order to be admitted as a regular degree student in the Continuing Education Program, a student must:

1. Be at least 21 years of age.
2. Have graduated from high school or have passed the General Education Development test.
3. Obtain transcripts from all colleges attended and have at least a 2.3 cumulative grade-point average on all college work attempted in the last two years.
4. Demonstrate English language proficiency if he or she is an international student.

Admission as a Transfer Student

Please refer to Transfer Students and Transfer Policies in the Admissions section of this *Bulletin*.

Admission as a Transient Student

Please refer to Transient Students in the Admissions section of this *Bulletin*.

Admission as a Special Student

Students who wish to take a limited number of courses for a special purpose or who would like to try college before committing to a degree program, may apply as a special student. A special student may take up to five courses without having to obtain transcripts from high school or other colleges previously attended. All courses taken as a special student can be transferred to another college or be applied to an Oglethorpe degree program.

In order to be admitted as a special student in the Continuing Education Program, a student must:

1. Be at least 21 years of age.
2. Have graduated from high school or have passed the General Education Development test.
3. Be eligible to return to any college or university which he or she has attended in the last two years.
4. Demonstrate English language proficiency if he or she is an international student.

Credit by Examination

Please refer to Credit by Examination in the Admissions section of this *Bulletin*.

Non-Degree Program

The Division of Continuing Education serves as the University's community service arm, providing non-credit courses for adults. The two non-credit programs are the Learn and Live courses for personal enrichment, and the Certificate in Management Development program offered in cooperation with the American Management Association Extension Institution. Classes meet on weekday evenings and Saturdays in fall and spring semesters and summer sessions.

Human Resources Development

Training needs of business, industry, government, and vocational groups in the north Atlanta area are met through individually-designed seminars, workshops, and conferences. Emphasis is placed on training for managers, with a Certificate in Management awarded to individuals who complete the prescribed course of study.

Additional information is available from the Dean of Continuing Education.

Financial Assistance



Programs

Oglethorpe University offers a variety of strategies and resources to lower the cost of an Oglethorpe education. Both need-based aid and awards based on academic achievement are available. All families are urged to complete an approved needs-analysis form regardless of their income level. The University's financial aid professionals will then have the information necessary to discuss all options available to parents and students. The approved needs-analysis forms (FFS, FAF, Singlefile, etc.) are the common forms by which students may apply for all campus-based programs (Perkins Loans [NDSL], Supplemental Educational Opportunity Grants, College Work-Study), and at the same time, apply for the Pell Grant, the Stafford Loan, as well as the Georgia Incentive Grant, if a resident of Georgia. After filing the needs-analysis form, the student will receive an acknowledgement from the processor plus a Student Aid Report for the Pell Grant Program. When the Student Aid Report is received, it should be forwarded to the Office of Financial Aid.

A financial aid package may include assistance from any one or more of the following sources:

James Edward Oglethorpe Scholarships provide tuition, room and board for four years of undergraduate study, if scholarship criteria continue to be met. Recipients are selected on the basis of an academic competition held on campus in the spring of each year. Students must be nominated by their secondary schools, must have a combined SAT score of at least 1250 (ACT 29), a 3.6 or higher cumulative academic grade-point average, and a superior record of leadership in extracurricular activities either in school or in the community. Applications must be received by mid-December.

Oglethorpe Scholars Awards (OSA) Scholarships based on achievement are available to students with superior academic ability. A fundamental aim of Oglethorpe University is to prepare students for leadership roles in society. One way of promoting this purpose is to give special recognition to students who demonstrate superior academic abilities as undergraduates. Scholarships range upwards from \$1,500 to \$8,000.

Recipients of funds from this program are expected to maintain specified levels of academic achievement and make a 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 by the Director of Financial Aid.

Oglethorpe on-campus employment will be provided to students who demonstrate exceptional work experience and skills. The number of positions may vary each year. Students should complete the College Employment Application in addition to the approved needs-analysis form.

College Work-Study Program (CWSP) 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 on the Oglethorpe campus.

Georgia Tuition Equalization Grant (GTEG) is available for Georgia residents who attend full time and seek their degrees at Oglethorpe. The program was established by an act of the 1971 Georgia General Assembly. The Georgia Higher Education Assistance Authority defines the program in this way: "The purpose of the Act is to provide tuition assistance to Georgia resident students who are desirous

of pursuing their higher education goals in a private Georgia college or university but find the financial cost prohibitive due primarily to high tuition of these educational institutions in comparison to public schools which are branches of the University System of Georgia." All students must complete a yearly application and verify their eligibility for the grant. In the 1991-92 school year, this grant was \$794 per academic year. Financial need is not a factor in determining eligibility. A separate application is required.

Georgia Incentive Grant (GIG), as defined by the Georgia Student Finance Authority, is a "program created by an act of the 1974 Georgia General Assembly, in order to establish a program of need-based scholarships for qualified Georgia residents to enable them to attend eligible post-secondary institutions of their choice within the state." The scholarship awards are designed to provide only a portion of the student's resources in financing the total cost of a college education. Application requires the student to complete an approved needs-analysis form and to send the information to Oglethorpe and the Georgia Student Finance Authority.

Pell Grant is a federal aid program intended to be the floor in financial assistance. Eligibility is based upon a family's financial resources and a rationing formula published by the government. Application for this program may be obtained from the Office of Financial Aid or from a high school guidance office. This aid is administered in the form of non-repayable grants.

Supplemental Educational Opportunity Grants (SEOG) do not require repayment. The size of the grant depends on the need of the individual recipient.

Perkins Loans (NDSL), are long-term, low-cost educational loans to students who have demonstrated need for such assistance. No interest is charged and repayment is deferred while the borrower continues as a half-time student. Interest is charged at a five percent annual rate beginning nine months after the borrower's education ends. These loans are available to students who show a demonstrated financial need by applying with an approved needs-analysis form. Students who elect to serve in the Peace Corps, who volunteer under Title I - Part A of the Domestic Volunteer Service Act, serve as a full-time volunteer in a similar tax-exempt organization or in the Armed Forces of the United States may be exempt from interest charges and repayment for three years. Cancellation benefits may be received by teaching in "low income" areas that are designated by the Secretary of Education for teaching disabled children and in Head Start Programs.

Stafford Loans are long-term loans available through banks, credit unions, and other lending institutions. Students must submit the approved needs-analysis form as well as a separate loan application.

Parent Loans for Undergraduate/Graduate Students and Supplemental Loans for Students are relatively long-term loans available through banks, credit unions, and other lending institutions. Parents desiring to seek a loan from this program should consult with the Office of Financial Aid for additional information.

Ty Cobb Educational Foundation Scholarship Program. Students who are residents of Georgia and who have completed at least one year of "B" quality or higher work in an accredited college are eligible to apply for Ty Cobb Scholarships. Applications from undergraduate students who are married will not be considered.

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

Additional information may be secured from the Office of Financial Aid.

Eligibility for Federal Student Aid

Applicants for a Pell Grant, Perkins Loan, Supplemental Educational Opportunity Grant, College Work-Study, Stafford Loan, Parent Loan, or Supplemental Loan for Students must meet the following criteria:

1. Be a U.S. citizen, national or permanent resident.
2. Be enrolled on at least a half-time basis (6 hours) in a regular degree-seeking program.
3. Maintain "satisfactory progress" in the course of study.
Satisfactory progress means that a student must earn 24 semester hours each 12 months in order to continue receiving financial aid. Part-time students must complete a percentage of 24 hours each year. For example, half-time students must complete 12 semester hours.

Students who have not made satisfactory progress may re-establish their eligibility by earning the required 24 hours and obtaining the cumulative grade-point average required. All applicants who re-establish their eligibility must have an appointment with the Director of Financial Aid prior to receiving financial aid again.

In addition, students must remain in good standing. The following standards are used to determine good standing:

Number of Hours Completed	Grade-Point Average	Years to Complete (Based on full-time enrollment)
0-24	1.50	1
25-35	1.50	2
36-48	1.75	2
49-60	1.75	3
61-72	2.00	3
73-96	2.00	4
97-120	2.00	5

If, at the end of the spring semester, the Director of Financial Aid determines that a student has not met the foregoing standards, the student will be placed on Financial Aid Probation for the fall semester and encouraged to enroll in summer session courses at Oglethorpe to make up any deficiency and maintain eligibility. If at the end of the summer session the student's cumulative grade-point average is in compliance with the relevant standard, the student will not be placed on probation during the fall. Financial assistance may be continued in spite of non-compliance with eligibility standards if a student's appeal to the Admissions and Financial Aid Committee is accepted or if the Provost determines that the student has made progress during the fall semester. Probation may be continued for one additional semester. If the student does not meet the relevant standards by the end of the fall semester, and all appeals are denied, financial assistance will be terminated.

4. May not be in default on a student loan or obligated to pay a refund on a previous federal program.
5. Establish financial need by filing an approved needs-analysis form.
6. Be an undergraduate student who has not previously received a bachelor's degree. Graduate students may apply for financial aid from the Perkins Loan or College Work-Study Programs.
7. 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.

Application Procedure

Students applying for the Georgia Tuition Equalization Grant submit a separate application which may be obtained from a high school counselor or the Office of Financial Aid.

Students applying for an Oglethorpe Scholars Award must complete an Oglethorpe Scholars Award application from the Office of Financial Aid.

The application procedure for the Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Stafford Loan, and College Work-Study Program is as follows:

1. Apply and be admitted as a regular student.
2. File an approved needs-analysis form no later than May 1, indicating that Oglethorpe University should receive a copy.
3. Upon receipt of the Student Aid Report for the Pell Grant Program, send it to the Office of Financial Aid.
4. If eligible for a Stafford Loan, a separate application must be submitted.
5. Upon receipt of an official award letter, students must notify the Office of Financial Aid of their plans for enrollment and reserve housing by submitting their advance deposit.

The application procedure for all other assistance programs may be obtained by contacting the Office of Financial Aid.

Payment of Awards

All awards, except College Work-Study earnings, Stafford Loans and Supplemental Loans for Students, are disbursed to students by means of a direct credit to their account. Each semester transfer is dependent upon final approval of the Director of Financial Aid. Each student must acknowledge receipt of the awards prior to their being credited to a student's account. Only when a student's file is complete can aid be transferred to the account.

Renewal of Awards

Renewal applications for all programs are available from the Office of Financial Aid. Students must meet the eligibility requirements indicated above and file the appropriate applications for each program. Deadline for receipt of a completed financial aid file is May 1. Applicants whose files become complete after this time will be considered based upon availability of funds.

Applicants for renewal of Georgia Tuition Equalization Grants must file no later than the last day to register for each semester (end of Drop/Add).

For renewal of the Oglethorpe Scholars Award, at the end of the fall semester, freshmen must have at least a 2.0 cumulative grade-point average; sophomores, a 2.3 average; and juniors, a 2.6 average. A cumulative grade-point average of 3.0 or higher is required for renewal of a tuition-only scholarship. A 3.2 or higher average is required for renewal of a scholarship which covers tuition, room, and board.

Students who fail to meet the cumulative grade-point average requirement may attend Oglethorpe's summer school program in order to make up deficiencies.

Courses taken elsewhere will not affect the cumulative grade-point average at Oglethorpe.

Students who fail to meet the published criteria for reasons beyond their control may submit a written appeal to the Admissions and Financial Aid Committee. If the student does not submit an appeal or if it is denied, the student in good academic standing will be eligible for a grant which will equal 75 percent of his or her original scholarship award. The student must enroll as a full-time day student in order to receive the grant. Once the student again has met the Oglethorpe Scholars Award criteria, the full value of the OSA award will be reinstated for the next term in attendance as a full-time day student.

In addition to the cumulative grade-point average requirement, freshmen also must have earned at least 14 semester hours of credit in the fall semester. All other students must earn at least 29 semester hours during the current academic year. Students who are deficient in the number of hours required may attend summer school at **any** institution, pending approval from their academic adviser and Oglethorpe's Registrar. Students also have the option of submitting a written appeal to the Admissions and Financial Aid Committee.

Renewal applications for all scholarship programs must be filed in the Financial Aid Office by February 1. Award notifications will be mailed to students during the month of March.

Endowed Scholarships

Oglethorpe offers special awards in recognition of outstanding achievement. Students need not apply for these scholarships as all applicants are considered for these awards.

The Ivan Allen Endowed Scholarship Fund 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 fund-raising campaign. The Ivan Allen family and Foundation are long-time benefactors of the University. Ivan Allen scholars are to be from the Southeast and have at least a 3.2 grade-point average and leadership ability, as well as financial need.

The Marshall A. and Mary Bishop Asher Endowed Scholarship Fund was established by the Asher family in 1988. Both Mr. and Mrs. Asher are 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 Earl Blackwell Endowed Scholarship Fund was established by Earl Blackwell, distinguished publisher, playwright, author, and founder of Celebrity Services, Inc., headquartered in New York. The scholarship is awarded to deserving students with special interest in English, journalism, or the performing arts. Mr. Blackwell is a 1929 graduate of the University.

The Allen A. and Mamie B. Chappell Endowed Scholarship is awarded annually based upon academic achievement. This award is made possible through the generosity of the late Allen A. Chappell, a long-time Trustee of the University.

The Dondi Cobb Endowed Scholarship is in memory of Dondi Cobb who was a student of Oglethorpe during the 1976-77 academic year. The award is given to a student who has an interest in athletics and who is a freshman or sophomore in his or her first year at Oglethorpe.

The Miriam H. and John A. Conant Endowed Scholarship Fund was established by Mr. and Mrs. John A. Conant. The Conants are long-time benefactors of Oglethorpe, and Mrs. Conant serves as a Trustee of the University. Scholarships are awarded annually to superior students with leadership ability.

Michael Archangel Corvasce Memorial Endowed Scholarship Fund was established by his parents, Dr. and Mrs. Michael Corvasce of Hauppauge, New York, and friends in memory of Michael Archangel Corvasce, class of 1979. The scholarship recipient will be selected annually 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, will take into consideration the moral character of the candidates as well as their academic qualifications.

The Estelle Anderson Crouch Endowed Scholarship is the first of three scholarships given by Mr. John W. Crouch, class of 1929, and a Trustee of the University. This scholarship was established in memory of Mrs. Crouch, the mother of John Thomas Crouch, class of 1965. Mrs. Crouch died in 1960. It is awarded annually without regard to financial need to students who have demonstrated high academic standards.

The Katherine Shepard Crouch Endowed Scholarship is a scholarship given in memory of Mrs. Crouch by Mr. John W. Crouch and is awarded annually based upon academic achievement.

The Cammie Lee Stow Kendrick Crouch Endowed Scholarship, the third scholarship endowed by Mr. Crouch, is awarded annually based upon academic achievement, in honor of his wife. Mr. and Mrs. Crouch were classmates at Oglethorpe and graduates in the class of 1929.

The Karen S. Dillingham Memorial Endowed Scholarship was established by Mr. and Mrs. Paul L. Dillingham in loving memory of their daughter. Mr. Dillingham is a former Trustee and later served for several years as a senior administrator of the University. The scholarship is to be awarded each year to an able and deserving student.

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

The William A. Egerton Memorial Endowed Scholarship was established in 1988. Professor Egerton was a well-liked and highly respected member of the Oglethorpe faculty from 1956 to 1978 and influenced the lives of many students. Alumni Franklin L. Burke '66, Robert B. Currey '66, and Gary C. Harden '69, donated the initial funds and were especially helpful in encouraging other alumni and friends to assist in establishing this endowed scholarship fund in memory of Professor Egerton. The scholarship will be awarded to a student with a strong academic record and demonstrated leadership skills who is majoring in business administration.

The Ernst & Young Endowed Scholarship Fund was established by a gift from this accounting firm. Scholarship preference will be given to superior students who are majoring in accounting.

The Henry R. "Hank" Frieman Endowed Scholarship Fund was established by Mr. Frieman, class of 1936. An outstanding athlete during his college days at

Oglethorpe, Mr. Fricman spent a career in coaching. He is a member of the Oglethorpe Athletic Hall of Fame. This scholarship is awarded annually based on academic achievement, leadership qualities, demonstrated need, and a special interest in sports.

The Charles A. Frueauff Endowed Scholarship Fund was established by grants from the Charles A. Frueauff Foundation of New York. Scholarship preference will be given to able and deserving students from middle-income families who do not qualify for governmental assistance. The criteria for selection also include academic ability and leadership potential.

The Lu Thomasson Garrett Endowed Scholarship Fund was established in honor of Lu Thomasson Garrett, class of 1952, and a Trustee Emerita of the University. Preference for awarding scholarships from this fund will be 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 Scholarship Fund was established by a grant from the Georgia Power Company. The fund provides scholarship support for able and deserving students from Georgia. Georgia Power Scholars are to have at least a 3.2 grade-point average and leadership ability, as well as financial need.

The Bert L. and Emory B. Hammack Memorial Scholarship is one of two scholarships established by gifts from their brother, Mr. Francis R. Hammack, class of 1927. This scholarship, established in 1984, is awarded annually to a senior class student majoring in science or mathematics, who is a native of Georgia and had the highest academic grade-point average of all such students who attended Oglethorpe University in their previous undergraduate years.

The Francis R. Hammack Scholarships, established in his own name in 1990, is the third endowed financial assistance program by Mr. Hammack, class of 1927. It is to be awarded annually to a needy but worthy student who is a native of Georgia, a junior class member majoring in English, and who has attended Oglethorpe University in his or her previous undergraduate years.

The Leslie U. and Ola Ryle Hammack Memorial Scholarship was established in 1985 in memory of his parents by Francis R. Hammack, class of 1927. 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 their previous undergraduate years.

The PDM Harris Endowed Scholarship was established in 1990 by Trustee Hollis L. Harris. This scholarship is granted to a deserving student who is studying art and demonstrates talent in that field.

The William Randolph Hearst Endowed Scholarship is 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 Anna Rebecca Harwell Hill and Frances Grace Harwell Endowed Scholarship is a scholarship endowed by the late Mrs. Hill, an Oglethorpe graduate in the class of 1930, and is awarded annually to a student who has met the requirements of the Oglethorpe Scholars Award.

The George A. Holloway, Sr., Endowed Scholarship Fund was established by a bequest from the estate of the late Dr. George A. Holloway, Sr., a physician

and a graduate of the class of 1928. The scholarship is awarded each year to an outstanding and deserving student who is preparing to enter the field of medicine.

The Ira Jarrell Endowed Scholarship was established in May, 1975, to honor the late Dr. Jarrell, former Superintendent of Atlanta Schools and an Oglethorpe graduate. It is awarded annually in the fall to a new student who is a graduate of an Atlanta public high school and who is studying in the field of 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 Ellice Johnson Endowed Memorial Scholarship, endowed by the late Mrs. Earl Crafts in memory of her sister, is awarded to a woman student who best exemplifies the highest ideals of a teacher. The award is made to a student majoring in education and the humanities and is based on financial need, academic standing, and dedication of purpose.

The Ray M. and Mary Elizabeth Lee Endowed Scholarship Fund was established by the Ray M. and Mary Elizabeth Lee Foundation of Atlanta. Scholarship assistance will be provided for able and deserving students from the Southeast who have at least a 3.2 grade-point average and leadership ability, as well as financial need. The fund was established to perpetuate the interest in higher education of the late Mr. and Mrs. Lee.

The Lowry Memorial Scholarship is an endowed scholarship awarded annually to full-time students who have maintained a 3.3 grade-point average.

The Vera A. Milner Endowed Scholarship was established by Belle Turner Cross, class of 1961 and a Trustee of Oglethorpe, 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 Early Childhood Education. Eligibility may begin in the undergraduate junior year at Oglethorpe. Qualifications include a grade-point average of at least 3.25, a Scholastic Aptitude Test or Graduate Record Examination score of 1100 and a commitment to teaching.

The Virgil W. and Virginia C. Milton Endowed Scholarship Fund 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 annual award is based on financial need, academic achievement, and leadership ability.

The National Alumni Association Endowed Scholarship was established in 1971 by the Association's Board of Directors. The scholarship is awarded annually to an Oglethorpe student based upon financial need, scholarship, and qualities of leadership.

The Dr. Keiichi Nishimura Endowed Scholarship Fund for International Students was established by his family in memory of Dr. Keiichi Nishimura, a Methodist minister who served in the slum areas of Tokyo for over 50 years. These scholarships, the first for international students at Oglethorpe, will be awarded to able and deserving international students and are based on financial need, academic achievement, and leadership potential. One of Dr. Nishimura's sons, Kei, is an Oglethorpe graduate, class of 1970; and another son, Ken, is Professor of Philosophy at the University.

The Oglethorpe Christian Endowed Scholarship Fund was established by a grant from an Atlanta foundation which wishes to remain anonymous. The fund also has received grants from the Akers Foundation, Inc., of Gastonia, North Carolina; the Clark and Ruby Baker Foundation of Atlanta; and the Mary and E. P. Rogers Foundation of Atlanta. Recipients must be legal residents of Georgia and have graduated from Georgia high schools. High school applicants must rank in the top quarter of their high school classes and have Scholastic Aptitude Test scores of 1100 or more; upperclassmen must have a grade-point average of 3.0. Applicants must submit a statement from a local minister attesting to their religious commitment, active involvement in local church, Christian character, and promise of Christian leadership and service. Applicants will be interviewed by the Oglethorpe Christian Scholarship Committee.

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

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

The J. Mack Robinson Endowed Scholarship 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 Steve and Jeanne Schmidt Endowed Scholarship is awarded annually to an outstanding student based upon high academic achievement and leadership in student affairs. This endowed award is made possible through the generosity of Mr. and Mrs. Schmidt. Mr. Schmidt, class of 1940, is a former Chairman of the Board of Trustees. Mrs. Schmidt is a graduate of the class of 1942.

The Timothy P. Tassopoulos Endowed Scholarship Fund was established by Mr. S. Truett Cathy, President of Chick-fil-A, Inc., in honor of Timothy P. Tassopoulos, class of 1981. Scholarships from this fund are awarded to able and deserving students.

The Charles L. and Jean Towers Scholarship is awarded each year to a superior student who has demonstrated an interest as well as talent in choral music. The scholarship was established in 1985 in recognition of many years of valuable service to the University by Mr. Towers, a former Chairman of the Board of Trustees and Assistant to the President.

The J. M. Tull Scholarship Fund 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 Scholarship Fund 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 are to have at least a 3.2 grade-point average and leadership ability as well as financial need.

The L. W. "Lefty" and Frances E. Willis Endowed Scholarship Fund 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. In addition to academic achievement, leadership ability and financial need are also considered in making the awards.

The Vivian P. and Murray D. Wood Endowed Scholarship Fund was established by gifts from Mr. and Mrs. Murray D. Wood of Atlanta and Burnsville, North Carolina. Mr. Wood is a Trustee of Oglethorpe University and former Chairman of the Campaign for Excellence. Scholarship preference will be given to superior students who are majoring in accounting.

The David, Helen, and Marian Woodward Endowed Scholarship Fund was established by grants from the David, Helen, and Marian Woodward Fund of Atlanta. It provides 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.

Annual Scholarships

The Chevron Freshman Scholars Program is funded annually by a gift from Chevron U.S.A., Inc. The scholarship is awarded to a freshman who is a resident of Georgia, with interest in mathematics or the sciences and demonstrated leadership abilities.

The Choral Music Scholarships (Performance) are awarded annually to incoming students pursuing any degree offered at Oglethorpe and who demonstrate exceptional achievement in choral singing or keyboard accompanying. Candidates must be nominated with a letter of recommendation by the conductor of any choral ensemble in which they have participated, then must pass a qualifying audition with the Director of Musical Activities.

First Families of Georgia (1733 to 1797) Annual Scholarship is awarded to a senior who is academically a superior student 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 Harold Hirsch Scholarship for Non-Traditional Students is provided by the Harold Hirsch Scholarship Fund of Atlanta. The fund provides annual scholarship assistance for degree-seeking students in the evening program. Harold Hirsch Scholars are to have at least a 3.0 grade-point average and leadership ability, as well as financial need.

International Programs Advisory Council Annual Scholarships are provided from gifts made by several Atlanta business firms that have a special interest in international affairs. These scholarships are awarded to outstanding international students or those majoring in international studies.

The Noble Foundation Annual Scholarships are awarded to able and deserving students majoring in science or business administration. These scholarships are provided through the generosity of The Samuel Roberts Noble Foundation, Ardmore, Oklahoma. Mr. Edward E. Noble, a member of the Board of Trustees of Oglethorpe University, is also a Trustee of The Noble Foundation.

The Playmakers Performance Scholarships are awarded annually to incoming students pursuing any degree offered at Oglethorpe and who have exceptional ability in the area of dramatic performance. Candidates should be nominated with

a letter of recommendation by the director of a dramatic troupe in which they have participated and perform an audition for the Oglethorpe Director of Drama. Awards are based on ability, not financial need.

The Lavinia Cloud Pretz Annual Music Scholarship is provided through the generosity of James and Sharon Bohart to honor Mrs. Pretz. Mrs. Pretz is a former member of the Oglethorpe President's Advisory Council and the Art Gallery Council. The scholarship is to be awarded to an outstanding student in the music program.

The Mack A. Rikard Annual Scholarships were established in 1990 by Mr. Mack A. Rikard, class of 1937 and a Trustee Emeritus of the University. These scholarships are awarded to able and deserving students who meet certain criteria. The criteria are flexible, with consideration being given to a number of factors, including without limitation academic achievement, leadership skills, potential for success, evidence of propensity for hard work and a conscientious application of abilities. Recipients must be individuals born in the United States of America and are encouraged, at such time in their business or professional careers when financial circumstances permit, to provide from their own funds one or more additional scholarships to worthy Oglethorpe students.

The William Jennings Rowland Scholarship is provided by a grant from the Mary Norris Preyer Foundation to assist a needy and able Oglethorpe student, with particular emphasis on a student-athlete and/or a minority student.

The Lettie Pate Whitehead Foundation has made grants annually for a number of years to provide annual scholarships to Christian women from the South-eastern states who are deserving and in need of financial assistance.

Student Emergency Loan Funds

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

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

The Steve Najjar Student Loan Fund provides short-term loans and financial assistance to deserving Oglethorpe students. The fund was established in memory of Mr. Najjar, who, with his aunt "Miss Sadie" Mansour, operated the Five Paces Inn, a family business, in the Buckhead section of Atlanta. The Five Paces Inn was a popular establishment for Oglethorpe students for many years. A number of Oglethorpe alumni, especially students in the late 50s and early 60s, established this fund in Mr. Najjar's memory.

ROTC - Reserve Officers Training Corps

Oglethorpe University has made arrangements through Cross Registration for students to participate in the Air Force ROTC program at the Georgia Institute of Technology and the Army ROTC program at Georgia State University. Twelve hours of ROTC may be used as elective credit toward a degree at Oglethorpe. Each ROTC branch offers scholarship programs of two, three, and four years. Additional information may be obtained from the Registrar at Oglethorpe and the departments of military science at the institutions hosting these programs.

Tuition and Costs



Fees and Costs

The fees, costs, and dates listed below are for 1992-93. Financial information for 1993-94 will be available in early 1993.

The tuition charged by Oglethorpe University represents only 61 percent of the actual expense of educating each student, the balance coming from endowment income, gifts, and other sources. Thus, every Oglethorpe undergraduate is the beneficiary of a hidden scholarship. At the same time 75 percent of the students are awarded additional financial assistance in the form of scholarships, grants, and loans from private, governmental, or institutional sources.

The tuition is \$5,575 per semester. Room and board is \$1,950-2,100 per semester. Students who desire single rooms are assessed \$2,350 to \$2,550 for room and board.

The tuition of \$5,575 is applicable to all students taking 12-16 semester hours. These are classified as full-time students. Students taking less than 12 semester hours are referred to the section on Part-Time Fees. Students taking more than 16 hours during a semester are charged \$185 for each additional hour. Payment of tuition and fees is due two weeks prior to registration each semester. Failure to make the necessary payments will result in the cancellation of the student's registration. Students receiving financial aid are required to pay the difference between the amount of their aid and the amount due by the deadline. Students and parents desiring information about various payment options should request the pamphlet "Payment Plans." New students who require on-campus housing for the fall semester are required to submit an advance deposit of \$200. New commuting students are required to submit an advance deposit of \$100. Such deposits are not refundable. However, the deposit is credited to the student's account for the fall semester.

Upon payment of the room and board fees, each student is covered by a Health and Accident policy. Coverage begins on the day of registration. Full-time students residing off campus may purchase this insurance for \$107 per year. International students, students participating in any intercollegiate sport, and students participating in intramural football or basketball are required to have this medical coverage or its equivalent. (Insurance rates are for 1991-92. They are subject to change for 1992-93 and 1993-94.)

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

1. **DAMAGE DEPOSIT:** A \$100 damage deposit is required of all resident students. The damage deposit is refundable at the end of the academic year after any charge for damages is deducted. Room keys and other University property must be returned and the required checkout procedure completed prior to issuance of damage deposit refunds. This deposit is payable at fall registration. Students who begin in the spring semester also must pay the \$100 damage deposit.
2. **GRADUATING SENIOR:** Graduation fee of \$65.
3. **LABORATORY FEE:** A \$45 fee is assessed for each laboratory course taken.

Full-Time Fees - 1992-93

Full-time on-campus student:

Fall, 1992		Spring, 1993	
Tuition	\$5,575	Tuition	\$5,575
Room & Board.....	1,950-2,100	Room & Board.....	1,950-2,100
Damage Deposit.....	100	Damage Deposit.....	-
Activity Fee.....	15	Activity Fee.....	15
Advance Deposit.....	-200		

Full-time commuting student:

Fall, 1992 Tuition.....	\$5,575	Spring, 1993 Tuition.....	\$5,575
Activity Fee.....	15	Activity Fee.....	15
Advance Deposit.....	-100		

These schedules do not include the extra cost of single rooms, books and supplies (approximately \$500 per year), or travel and personal expense. All fees are subject to change. Please inquire with the Business Office for a complete Fee Schedule and for 1993-94 fees.

Part-Time Fees - 1992-93

Students enrolled part-time in day classes during the fall or spring semesters will be charged \$1,400 per three semester hour course. This rate is applicable to those students taking 11 semester hours or less. Students taking 12 to 16 hours are classified full-time. Please inquire with the Business Office for a complete Fee Schedule.

Evening and Summer Fees - 1992-93

Students enrolled in evening classes during the fall or spring semesters will be charged \$585 per three semester hour course. Students enrolled in summer programs are charged \$195 (Summer 1992 rate) per one semester hour. Please inquire with the Business Office for a complete Fee Schedule.

Withdrawal, Drop/Add

Students who find it necessary to change their enrollment by dropping or adding courses must do so by obtaining a Drop/Add form from the Registrar's Office. This form must be completed and returned to the Registrar's Office during the Drop/Add week.

After the Drop/Add period, the professor must approve the change in schedule. The professor may issue one of the following grades: Withdrew Passing (W), Withdrew Failing (WF), or may refuse to approve the withdrawal. In order to receive a refund, the student must officially drop the class by the end of the 20th class day.

Students should note that any change of academic schedule must be cleared by the Registrar's Office. The date the change is received in the Registrar's Office will be the official date for the change.

If a student misses six consecutive classes in any course, the instructor will notify the Registrar's Office and it will be assumed that the student has unofficially withdrawn from the course. This does not eliminate the responsibility stated above concerning the official withdrawal policy. The student may receive the grade of withdrew passing, withdrew failing, or failure due to excessive absences. This policy has direct implications for students receiving benefits from the Veterans Administration and other federal agencies as these agencies must be notified when a student misses six consecutive classes. This will result in an automatic decrease in payments to the student. Reinstatement in a course is at the discretion of the instructor.

If a student must withdraw from the University, an official withdrawal form must be obtained from the Registrar. The Director of Financial Aid must sign the withdrawal form. The date the completed withdrawal form is submitted to the Registrar will be the official date for withdrawal.

Refunds

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

Since the premium for insurance coverage is not retained by the University, it will not be refunded after registration day. Since room and board services are consumed on a daily basis, during the period when tuition is to be refunded on a 100 percent basis, the room and board refund will be pro rata on a daily basis. After the 100 percent tuition refund period, room and board refunds revert to the same schedule as tuition refunds. All other fees except the advanced deposit are subject to the refund schedule.

The date which will be used for calculation of a refund for withdrawal or Drop/Add will be the date on which the Registrar receives the official form signed by all required personnel. All students must follow the procedures for withdrawal and Drop/Add in order to receive a refund. Students are reminded that all changes in their academic program must be cleared through the Registrar, and arrangement with a professor will not be recognized as an official change of schedule.

All tuition refund requests will be processed each semester at the conclusion of the fourth week of classes. Payment will take a minimum of two weeks, but will be no longer than 40 days. Damage deposit refunds will be processed once a year at the end of the spring semester.

Refund Schedule

In the schedule below, "class day" means any day during which the University conducts classes.

Changes in schedule by the end of the 7th class day.....	100%
Changes in schedule by the end of the 10th class day.....	75%
Changes in schedule by the end of the 16th class day.....	50%
Changes in schedule by the end of the 20th class day.....	25%

In order to administer the refund policy equitably, there will be no exceptions.

Financial Obligations

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

Community Life



Leadership Development

Oglethorpe University seeks to prepare its students for roles of leadership in society. Specific educational experiences are planned to help the student acquire the skills of leadership.

Education for leadership must be based on the essential academic competencies – reading, writing, speaking, and reasoning. Though widely neglected today at all levels of education, these are the prerequisites for effective leadership. They are the marks of an educated person. Oglethorpe insists that its students achieve advanced proficiency in these skills. In addition, students are offered specific preparation in the arts of leadership. Such arts include an appreciation of constructive values, the setting of goals, public speaking, human relations, and organizational skills.

This philosophy presents an excellent opportunity for the able young person who is striving for a significant life, including leadership in the improvement of community and society.

Orientation and the Freshman Seminar

Oglethorpe University wishes to provide each student with the opportunity to make a successful adjustment to college life. Because the University community takes pride in its tradition of close personal relationships, an orientation program has been organized to foster the development of these relationships and provide much needed information about the University.

The program has been developed to assist students through small group experiences. Information is disseminated which acquaints the student with the academic program and the extracurricular life of the campus community. Thorough understanding of the advising system, the registration process, library use, class offerings, and study demands is sought. Alternatives for self expression outside the classroom also are presented to the new student.

To supplement the student's orientation experience, the Freshman Seminar is required during the student's first semester.

1111. Freshman Seminar.....1 hour

A course for entering students which focuses on study and social skills necessary for adjustment to college life, curriculum planning and career exploration, educational philosophy, and the history and purposes of Oglethorpe University.

Student Rights and Responsibilities

Students of Oglethorpe University have specific rights and responsibilities. Among the rights are the right to freedom of expression and peaceful assembly, the right to the presumption of innocence and procedural fairness in the administration of discipline, and the right of access to personal records.

As members of the Oglethorpe community, students have the responsibility to maintain high standards of conduct. They should respect the privacy and feelings of others, and the property of both students and the University. Students are expected to display behavior which 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 University's student handbook, *The O Book*.

Policy on Discriminatory and Sexual Harassment

Oglethorpe University places a high value on the dignity of the individual, on tolerance of and an appreciation for human diversity, and on the principles of academic freedom. It is the policy of the University that students and employees be able to work, study, and live in a campus community environment free of discriminatory harassment. Such harassment directed against an individual or group that is based on race, religious belief, color, sexual orientation, national origin, disability, age, or gender is prohibited. Any student or employee who violates this policy may be subject to disciplinary action up to and including dismissal from the University. Student organizations in violation of this policy may be subject to the loss of University recognition.

Discriminatory harassment includes conduct (oral, written, graphic or physical) directed against any person or group of persons because of their race, color, national origin, religion, sex, sexual orientation, age, or handicap and that has the purpose, or reasonably foreseeable effect, of creating an offensive, demeaning, intimidating, or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.

In addition, sexual harassment of a student by another student, by a teacher, or by a staff person will not be tolerated. Any unwelcome sexual advance, requests for sexual favors, verbal or physical conduct of a sexual nature, or any verbal conduct that might be construed as a sexual slur that: (1) interferes with performance, or creates a hostile, offensive or intimidating environment and/or (2) is an expressed or implied condition by a teacher of evaluation or grading, will be viewed as misconduct. Such behavior may be subject to disciplinary action, up to and including dismissal.

Complaints relating to misconduct as defined in this policy on discriminatory and sexual harassment should be reported to the Vice President for Student Affairs/Dean of Community Life, the Provost, the Associate Dean of Administration, or the Counselor. Complaints will be carefully investigated and, when appropriate, efforts will be made to resolve conflicts through education, counseling, and conciliation. Cases that may require disciplinary action will be handled according to the established disciplinary procedures of the University. Complainants shall be protected from unfair retribution.

Nothing in this policy statement is intended to infringe on the appropriate exercise of the freedom of speech. The scholarly, educational, or artistic content of any written, oral, or other presentation or inquiry shall not be limited by this policy. It is the intent of the policy statement that academic freedom be allowed to all members of the campus community. Accordingly, this provision will be liberally construed but should not be used as a pretext for violation of this policy.

The Oglethorpe Student Association

The Oglethorpe Student Association is the guiding body for student life at Oglethorpe University. The O.S.A. consists of two bodies: an executive council, composed of a president, vice president, parliamentarian, secretary, treasurer, and presidents of the four classes; and the senate, chaired by the vice president, and composed of four senators from each class. Both bodies meet regularly and the meetings are open to the public. Additional information can be obtained from the O.S.A. Office or the Student Center Office located on the upper level of the Emerson Student Center. The address is Oglethorpe Student Association, 3000 Woodrow Way, N.E., Atlanta, GA 30319.

Student Organizations

Valuable educational experience may be gained through active participation in approved campus activities and organizations. All students are encouraged to participate in one or more organizations to the extent that such involvement does not deter them from high academic achievement. Students are especially encouraged to join professional organizations associated with their interests and goals.

Eligibility for membership in student organizations is limited to currently enrolled students. To serve as an officer of an organization, a student must be enrolled full time and may not be on academic or disciplinary probation.

Recognized Student Organizations

Accounting Club	ECOS, Environmentally Concerned
Adam Smith Society	Oglethorpe Students
Alcohol and Health Awareness Committee	English Club
Alpha Chi-National Academic Honorary	Executive Round Table
Alpha Phi Omega-National Service Fraternity	French Club
Alpha Psi Omega-Drama Honorary	German Club
Ambassadors	International Club
Amnesty International- Oglethorpe Chapter	OAT, Oglethorpe Academic Team
Beta Omicron Sigma- Business Honorary	Oglethorpe Brass Ensemble
Black Student Caucus	Oglethorpe Christian Fellowship
B.S.T.V. (Bomb Shelter Television)	Oglethorpe Cycling Club
Catholic Student Association	Oglethorpe Dancers
Chess Club	Oglethorpe Gay and Lesbian Association
Chiaroscuro-Student Art Organization	Oglethorpe Recorder Ensemble
College Democrats	Oglethorpe Stage Band
College Republicans	Oglethorpe Students for Choice
	Omicron Delta Kappa - National Leadership Honorary
	Orient Club
	Phi Alpha Theta-National History Honorary

Phi Eta Sigma-Freshman Academic
Honorary
The Playmakers, Oglethorpe University
Theatre
Politics and Pre-Law Association
Pre-Medical Association
Psi Chi-Psychology Honorary
Psychology and Sociology Club
Public Affairs Forum
Residence Hall Association
Rotaract Club
Sigma Pi Sigma-
National Physics Honorary
Sigma Tau Delta-
English Honorary

Sigma Zeta-
National Science Honorary
Society of Physics Students -
Oglethorpe Chapter
Spanish Club
The Stormy Petrel-Student Newspaper
Student Affiliates of the American
Chemical Society
Student Education Association
Thalian Society - Philosophical
Discussion Group
The Tower-Literary Magazine
University Chorale
University Singers
The Yamacraw
Young Professionals Club

Fraternities and Sororities

Four fraternities and two sororities contribute to the Greek system at Oglethorpe.

The four fraternities are Chi Phi, Delta Sigma Phi, Kappa Alpha, and Sigma Alpha Epsilon. The national sororities are Chi Omega and Sigma Sigma Sigma.

These social organizations strive to contribute substantially to the spiritual and social betterment of the individual and develop college into a richer, fuller experience. Membership in these organizations is voluntary and subject to regulations established by the Interfraternity Council, the Panhellenic Council, and the Dean of Community Life.

Athletics

At Oglethorpe University the students who participate in intercollegiate athletic competition are considered to be students first and athletes second. 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 basketball, baseball, soccer, cross-country, tennis, and track and field for men; and in soccer, basketball, volleyball, cross-country, tennis, and track and field for women. The Stormy Petrels compete against other SCAC schools, including Trinity University, Millsaps College, Rhodes College, University of the South, Fisk University, Hendrix College, and Centre College. The Petrels also challenge teams from schools outside the SCAC, such as Emory University and Hampden-Sydney College.

In addition to intercollegiate competition, a well-rounded program of intramural sports is offered and has strong participation by the student body. In recent

years about half of the full-time Oglethorpe students participated in one or more intramural sports.

Men and women participate in badminton, basketball, flag football, softball, table tennis, and volleyball.

Cultural Opportunities on Campus

There are numerous cultural opportunities for students outside the classroom. The University Program Committee sponsors concerts, theatrical productions, poetry readings, and lectures by visiting scholars. The University Singers perform frequently during the year, including seasonal events. They often feature guest artists. The University Museum, on the third floor of Philip Weltner Library, sponsors exhibitions as well as lectures on associated subjects and frequent concerts in the museum. The Playmakers also stage several productions each year. Two annual events, the Oglethorpe Night of the Arts and International Night, provide a showcase for campus talent. The former presents student literary, musical, and visual arts. The latter features international cuisine and entertainment. The Georgia Shakespeare Festival which takes place on campus during the summer, is also a valuable cultural asset to the Oglethorpe community.

Internships and Cooperative Education

Experiential off-campus learning is a major component of the educational process at Oglethorpe. Beginning in the sophomore year, students can opt to further refine their career plans through cooperative education and internships. These programs provide practical experience to complement the academic program, as well as give students the opportunity to test the reality of their career decisions and gain work experience in their major fields of interest.

Cooperative education and internship experiences are available to students in all academic programs. Opportunities are possible in business, government, education, public relations, publishing, social services, and health care institutions.

Counseling

Counseling and referrals for professional services are available to students experiencing psychological or social problems. Special programs are conducted on campus to provide information and promote development in leadership skills, interpersonal relationships, and physical and mental health. Though academic advising is the responsibility of individually assigned faculty advisers, students encountering unusual difficulties may wish to consult the Counselor regarding possible contributing factors.

Referrals to the University Chaplain for pastoral counseling are made at the request of a student.

Career Planning and Placement

The Career Planning and Placement Office offers a four-year program of career development for students whose goals are an awareness of career and lifestyle options, the ability to make informed career decisions, and the development of job

search strategies. The office helps students attain these goals by providing individual counseling, interest inventories and self-assessment aids (including SIGI-PLUS, a computer assisted career guidance program), workshops on career fields and decision-making as well as job-search workshops on such topics as resumé writing and interviewing techniques.

In addition, a number of prospective employers and graduate schools send recruiters to the campus each year for the purpose of conducting on-campus interviews. Current information on permanent, summer, and part-time job opportunities is made available to students and alumni. A career information library containing information on a wide variety of companies and career opportunities also is maintained.

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 professional baseball, football, and basketball to sports fans as well as frequent popular concerts. The Atlanta Symphony Orchestra performs from September through May in the Memorial Arts Center. The Atlanta Ballet Company's season is October through May. 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. Student discounts are often available.

Housing and Meals

The residence halls are available to all full-time day students. There are four men's residence halls and three women's halls. Each complex has a Resident Director and a staff of student Resident Assistants.

All students living in the residence halls are required to participate in the University meal plan. Meals are served in the Emerson Student Center. Nineteen meals are served each week. No breakfast is served on Saturday or Sunday. Instead a brunch is served from mid-morning until early afternoon. The evening meal is also served on these days. Meal tickets are issued at registration.

Health Service

All resident students subscribe to a Student Accident and Sickness Insurance Plan provided by the University. Full-time students living off campus may purchase this insurance. International students and students participating in all intercollegiate sports and intramural football are required to enroll in the Insurance Plan or have equivalent coverage. A brochure is available at the Student Health Center that describes the coverages provided by the plan.

The University maintains a small health center staffed by a registered nurse. The center operates on a regular schedule and provides basic first aid and limited medical assistance for students.

A physician visits the health center twice a week to make general diagnosis and treatment. In the event additional or major medical care is required, the student-patient will be referred to medical specialists and hospitals in the area with which the health service maintains a working relationship.

When it is determined that a student's physical or emotional health is detrimental to his or her academic studies, group-living situation, or other relationships at the University or in the community, the student will be requested to withdraw. Readmission to the University will be contingent upon acceptable verification that the student is ready to return. The final decision will rest with the University.

International Student Services

The Foreign Student Office, which is located in the Emerson Student Center, exists to meet the needs of international students. Through a specially designed orientation program and ongoing contacts, the new foreign student is assisted in the process of adjustment to life at an American college. Special tours, host family programs, and social occasions are available to ensure that students can benefit fully from cross-cultural experiences. The Foreign Student Adviser helps students with questions related to their immigration status.

The O Book

The O Book is the student's guide to Oglethorpe University. It contains thorough information on the history, customs, traditional events, and services of the University, as well as University regulations. This handbook outlines the policies for recognition, membership eligibility, and leadership positions for campus student organizations and publications.

Honors

Presented at the May Commencement

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

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

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.

Continuing Education Award: This award is presented to the continuing education student in the graduating class who has the highest grade-point average on work completed at Oglethorpe among continuing education students and who has completed at least 45 semester hours of course work in residence.

Phi Beta Kappa 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.

President's Leadership Prize: The President of the University presents this prize to a graduating student who has excelled in leadership accomplishments.

Presented at the Honors and Awards Program

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

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

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

Brinker Award: This award is made possible by Reverend Albert J. Brinker in memory of his son and daughter, Albert Jan Brinker, Jr. and Sally Stone Brinker, to the student having the highest achievement in the courses of philosophy and religion.

Brown Award: This award is presented to the individual who, though not a member of The Playmakers, has done the most for The Playmakers during the year.

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.

Charles L. Towers, Sr. Award for Excellence: This award is presented annually to the outstanding student in the field of economics and business administration. The award honors the father of Charles L. Towers, a Trustee Emeritus of the University.

Continuing Education Achievement Award: This award is presented to the continuing education student who has demonstrated high academic achievement along with significant accomplishments in the community and at work.

Deans' Award for Outstanding Achievement: This award is presented annually to a campus club, organization, or society which, in the opinion of the Dean of Community Life and the Provost, has contributed most to University life.

Donald C. Agnew Award for Distinguished Service: This award is presented annually by the Oglethorpe Student Association and 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.

Financial Executives Institute Award: This award is presented annually by the Atlanta Chapter of The Financial Executives Institute to a student of superior academic performance in the field of business administration.

Freshman Honor Awards: Certificates of recognition are presented to freshmen who have achieved a 3.5 or higher grade-point average during their first semester of full-time enrollment.

Georgia Society of Certified Public Accountants Award: This award is presented annually to the student of highest academic achievement in the field of accounting.

International Club Appreciation Award: This award is presented annually to the student who has contributed most significantly to the activities of the International Club.

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

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 Science and Mathematics, is recognized with this award.

Leo Bilancio Award: This award, created in memory of Professor Leo Bilancio, a member of the Oglethorpe history faculty from 1958 to 1989, is given annually by the Oglethorpe Student Association to a graduating senior who has been an outstanding student of history or political studies.

National Collegiate Band Awards: These awards are presented annually to students who have exhibited excellence in the performance of instrumental music.

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 Freshman 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.

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

Psychology Award: The outstanding senior majoring in psychology is honored with this award.

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

Rotaract Award: This award is presented to the junior or senior who best exemplifies the Rotary ideals of service above self, and international understanding.

Sidney Lanier Prize: This award is given yearly to the student, or students, submitting excellent poetry to campus publications.

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

Student Education Association Award: Through the presentation of this award, members of this organization honor a student who has excelled in the field of teacher education.

Teacher Education Senior Award: This award is presented annually to a leading senior student in the field of education.

University Singers Awards: These awards are presented annually to students who have exhibited excellence in the performance of choral music.

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

Academic Regulations and Policies



Registration

New students select courses in consultation with faculty advisers to whom they are assigned on their initial registration day. Schedule planning and course selection for following semesters are accomplished during preregistration week. Students should make appointments to consult with their academic advisers during preregistration. Full-time students wishing to participate in the University Center in Georgia Cross Registration program (see Cross Registration in the section Programs of Study in this *Bulletin*) also should select courses during the preregistration week of the fall and spring semesters. Summer schedules are planned during preregistration week in the spring semester.

The official registration period precedes the first day of classes. Every student must complete the various steps of the registration process during this period. Those who have preregistered are able to pick up a copy of their course schedule at the first station of registration and thereby bypass the station at which proposed course schedules are computer-processed by Registrar's Office personnel. All other stations must be completed by preregistered students.

Academic Advising

Each student consults with a member of the faculty in preparing course schedules, discussing post-graduation plans, and inquiring about any other academic matter. A student's adviser or "mentor" is assigned at the time of the student's initial enrollment. The faculty adviser is each student's primary point of contact with the University.

To change advisers a student must complete the following procedural steps:

1. Ask the proposed "new" faculty adviser for permission to be added to the faculty member's advisee list.
2. Ask the current adviser to send his or her student file to the faculty member who has agreed to be the student's new adviser.
3. Ascertain that the new adviser has received the file and has sent an Adviser Change notice to the Registrar's Office.

This is the only method for changing academic advisers.

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

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 specific attendance policies in their course syllabi.

Grading

Faculty members report letter grades for students 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 cumulative grade-point average (GPA) is calculated by dividing the number of semester hours of work the student has attempted into the total number of quality points earned.

The letter grades used at Oglethorpe are defined as follows:

Grade	Meaning	Quality Points	Numerical Equivalent
A	Superior	4	90-100
B	Good	3	80-89
C	Satisfactory	2	70-79
D	Passing	1	60-69
F	Failure	0	Below 60
FA	Failure: Excessive Absences*	0	
W	Withdrew**	0	
WF	Withdrew Failing*	0	
I	Incomplete***	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. In such cases, the instructor and student shall draw up a contract indicating specifically the work the student must complete as well as a date by which the work will be submitted, and the grade which will be given if the student fails to complete that work. After the student has read and signed the contract, it shall be filed with the Registrar as promptly as the circumstances permit.
 **** —Grade has no effect on the GPA; credit is awarded.

Only work completed at Oglethorpe is reflected in the Oglethorpe GPA.

Satisfactory/Unsatisfactory Option

After 30 semester hours are earned at Oglethorpe a student in good academic standing may register to take two courses (internships and Science Seminar excluded) on a Satisfactory/Unsatisfactory basis. These courses cannot be taken in the same semester and cannot be used to satisfy requirements of the core 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.

Auditing Courses

Regularly admitted Oglethorpe students may register for courses on an “audit” basis. A student who audits a course may attend the course for enrichment but is not required to take course examinations or complete other course requirements.

In order to audit a course, a student must request an Audit form from the 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 normal time for dropping and adding courses. The fees for auditing courses are published by the Business Office.

Dean's List

Students who earn a semester grade-point average of 3.5 or higher carrying 14 semester hours or more during the fall or spring semester are placed on the Dean's Academic Honors List.

Graduation Requirements

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

1. Completion of 120 semester hours of course credit with an Oglethorpe cumulative grade-point average of 2.0 or higher.
2. Completion at Oglethorpe of 30 of the last 60 semester hours of course credit immediately preceding graduation. Courses taken at University Center institutions on a cross-registration basis 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).
4. Submission of an application for graduation to the Registrar's Office by mid-October prior to completion of degree requirements the following December, May, or August.
5. Satisfaction of all financial and other obligations to the University and payment of a graduation fee.
6. Participation in assessments of competencies gained and curricular effectiveness by completing standardized or other tests and surveys. The Academic Profile test is administered during the first week of classes in August and in January.
7. Receipt of formal faculty approval for graduation.

Graduation exercises are held twice a year at Oglethorpe — in May and in August. Diplomas are awarded at these ceremonies.

Master of Arts degree candidates are referred to the Division VI section of this *Bulletin* for a description of degree requirements and other academic regulations which pertain to the graduate program.

Good Standing, Probation and Academic Dismissal

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

Semester Hours Completed	Cumulative GPA Required for Good Standing
0-35	1.50
36-65	1.75
66 and above	2.00

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

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

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

Students who have been dismissed for academic reasons may be readmitted after an absence of one spring or fall semester upon petition to the Provost. Students readmitted by petition must achieve good standing by the end of their second semester as readmitted students or be dismissed permanently.

Degrees

Oglethorpe offers four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, and Master of Arts. For the Bachelor of Arts degree the following majors are offered: American Studies, Business Administration and Behavioral Sciences, Communications, Economics, Education (Early Childhood, Middle Grades, and Secondary with concentrations available in English, Mathematics, Science, and Social Studies), English, History, Individually Planned Major, International Studies, Philosophy, Political Studies, Psychology, Sociology, and Sociology-Social Work. For the Bachelor of Science degree the following majors are offered: Biology, Chemistry, Mathematics, Mathematics and Computer Science, Medical Technology, and Physics. For the Bachelor of Business Administration degree, majors are offered in Accounting, Business Administration, Business Administration and Computer Science, and Economics.

The Master of Arts degree is offered only in the field of education with concentrations in Early Childhood or Middle Grades education (see the Division VI section of this *Bulletin*).

Under certain conditions it is also possible for a student to receive a degree from Oglethorpe under the Professional Option. Through this arrangement and in accord with regulations of the University, the student may transfer to an accredited professional institution, such as law school, dental school, or medical school, at the end of the junior year and then, after one year in the professional school, receive a degree from Oglethorpe. Students interested in this possibility should consult with their advisers to make certain that all conditions are met.

Degrees With Academic Honors

Degrees with 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; and *summa cum laude* for 3.9 or higher.

The academic requirements for honors must be met on all work completed at Oglethorpe and on all the combined work taken at Oglethorpe and at other institutions, if that work is presented in satisfaction of degree requirements.

To be eligible for academic honors, the student must have completed 60 or more semester hours at Oglethorpe. See also, Honors Program.

Earning a Second Add-On Major

Students who have been awarded an Oglethorpe baccalaureate degree may 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 since the second major is within the degree already awarded. The requirements are:

1. Completion of an additional 30 semester hours of which a minimum of 15 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.

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 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 90 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 30 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.

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 30 hours — freshman; 31 to 60 hours — sophomore; 61 to 90 hours — junior; 91 hours and above — senior.

Normal Academic Load

Two semesters — fall and spring — constitute the regular academic year. Several day and evening sessions also are offered in the summer.

A normal academic program at Oglethorpe consists of no less than four courses each semester, but generally five courses are taken, giving the student a total of 12 to 16 semester hours. Regular students in the day classes are expected to carry a normal load and to pay for a full schedule of courses.

An overload (more than 16 semester hours) is allowed for seniors and students with a 3.0 or higher cumulative grade-point average. A student taking an overload must be sure to have his or her adviser's approval and signature on the registration form. The absolute upper limit is 18 hours per semester.

Withdrawal From the University

Students who wish to withdraw from the University during a semester are asked to complete the appropriate form, which is available at the Registrar's Office. The grade "W" or "WF" will be assigned for courses in progress, depending upon the student's academic progress in those courses.

Withdrawal From a Course

From the conclusion of Drop/Add period through midsemester or the middle of a mini or summer session, the grade "W" or "WF" is assigned at the instructor's discretion to a student who withdraws from a course (turns in a properly executed withdrawal form at the Registrar's Office). After that time the grade "WF" is assigned. Only in the case of prolonged illness (a physician's letter must be submitted directly to the Registrar's Office) or withdrawal from the University will a "W" be assigned.

In the case of an emergency departure from the campus as a result of which withdrawal forms have not been executed, the Registrar's Office verifies that the student has left campus as a result of an emergency and notifies instructors. Instructors may elect to assign a "W" in such a case even if it occurs after midsemester or midsession.

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.

For courses completed prior to 1984, consult the Registrar for applicable regulations.

Honor Code

1 Preamble

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The Honor Code contains the responsibilities students and faculty accept by becoming members of

the community and the procedures to be followed should this commitment to honesty be broken.

The students and faculty of Oglethorpe University expect each other to be truthful in the academic endeavor they share. Faculty assume students complete work honestly and act toward them in ways consistent with that assumption.

Oglethorpe welcomes all who accept these principles of honest behavior. Members of the community believe that this Code will enrich life at the University and promote the practice of 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, paper, overnight work, in-class essay, or other work designated by the professor:

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

Signed

It will be the responsibility of the class instructor to provide these pledges by either attaching them on a separate sheet or typing them as part of the assignment. The instructor also should remind the class to sign the pledge.

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. Instructors invite their own students to discuss with them actions or policies that appear to be at variance with the assumption of honesty.

4 Jurisdiction

All credit courses offered by the University are covered by the Honor System, and all cases of suspected academic dishonesty will be handled in accordance with its provisions. It is the responsibility of faculty members to make clear how the System applies to specific courses and to follow its procedures. Alternative ways of dealing with cases are not to be used.

5 Definitions

5.1 Cheating

1. The unauthorized use of notes, texts, or other such materials during an examination.
2. Copying another person's work or participation in such an effort.
3. An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course. 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 neither giving nor receiving aid.

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 used in the preparation of reports, papers, and other course work.

6 Honor Councils

6.1 Composition

At the beginning of each academic year, two Honor Councils shall be appointed, each consisting of five students, two faculty members, and a non-voting Secretary with terms as indicated:

- 1 Freshman (one-year term)
- 1 Sophomore (one-year term)
- 1 Junior (two-year term)
- 2 Seniors (one selected as Junior in prior year)
- 2 Faculty members (two-year terms, staggered)
- 1 Secretary of the Councils (University Registrar)

The two Honor Councils will alternate in hearing cases, each serving as an appeal board for cases originally decided by the other when called upon to do so.

6.2 Quorum

Six members constitute a quorum.

6.3 Officers

The officers of the Councils will be:
Presiding Officer - the ranking Senior
Secretary - the University Registrar

6.4 Selection

Student and faculty members of the Councils will be selected randomly. All full-time faculty members are eligible for selection. All degree-seeking students (day or evening) are eligible. Members of both Honor Councils and three alternates for each shall be selected randomly by the Registrar from a list of those eligible. After being informed of the duties of Council members, students and faculty shall be given the opportunity to decline to serve. 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.

6.4.1 Fall and Spring Terms

Formation of the Councils by random selection will be completed in the fall by September 15. The terms are for fall and spring semesters, but if a Council member does not return for spring semester, new selections will be made to fill any unexpired terms.

6.4.2 Summer Term

There will be only one Honor Council for the summer semester. Its student members will be randomly selected from those students who served on the regular academic year Councils and who attend during the summer semester. Any appeals of Honor Council actions will be deferred until the beginning of the fall semester. (See Section 8 on Appeals below.) Vacancies will be filled by new random selections after preregistration for summer and fall semesters. Tuition for one three-hour course will be remitted for each Council member serving in the summer.

The terms of faculty members extend through the summer if they teach in the summer session. 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 System. Students may report either to the professor of the class in which the suspected violation occurs or to the Registrar (Secretary of the Councils). Forms for reporting violations will be included in orientation materials and in *The O Book*. A signed form in the hands of the Secretary constitutes a report of a suspected violation.

7.2 Preliminary Investigation

Upon receiving a report of a suspected violation, the Secretary informs the professor in the class, the Presiding Officer of the Council, and the alleged offender. The officers of the Council (Presiding Officer and Secretary) and the ranking faculty member constitute an Investigatory Panel, which conducts a preliminary investigation to ascertain whether there is sufficient evidence of a violation to warrant a trial. If the evidence appears to be convincing, the Panel charges the suspected offender and the Secretary assembles the Council for a trial. Anyone reporting a suspected violation remains anonymous to all except the Investigatory Panel until it is determined that a trial will be held. Then the person reporting the violation will appear at the trial in the presence of the alleged offender.

7.3 Trial

7.3.1 Rights of the Accused

1. The right to be notified of all charges as expeditiously as possible (and, in any event, within two business days) once the Investigatory Panel has determined that a trial should occur.
2. Upon being charged by the Investigatory Panel, the right to a trial within the following 10 business days.
3. The right to be accompanied by two advisers of the accused's choosing, who may be any member of the University community. The advisers may act on behalf of the accused in all matters of procedure, such as cross-examination, calling of witnesses, etc.
4. The right to enter a plea. In the event of a guilty plea, any and all rights regarding the calling of character witnesses, the offering of a closing statement, and other pertinent procedures shall not be abridged.
5. The right to offer opening and closing statements, cross-examine witnesses, call material witnesses and no more than two character witnesses.
6. The right to be present, together with advisers, during the entirety of the trial. However, disruptive behavior may result in expulsion, at the discretion of the Presiding Officer.
7. The right to challenge the impartiality of any specific member(s) of the Council, providing that such charges can be substantiated.
8. The right to testify in one's own behalf. Should this option be exercised, the accused has the obligation to answer honestly any and all questions put to him or her. One can refuse to answer only for reasons of self-incrimination, in which event the reason must be so stated. Refusal to answer on grounds of self-incrimination will not in itself be taken as evidence of guilt.

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9. The right to be free from inference of guilt if the option to testify for one's self is not exercised.
 10. The right to a written transcript of the proceedings.
 11. In the event of a not guilty verdict, the right to be free from retrial for the same incident.
 12. The right to attend any and all University classes, events, and functions prior to a verdict.
 13. The right to separate trials for joint alleged offenders.
 14. Under certain circumstances, the right to appeal an adverse decision. Procedures and criteria relating to an appeal are specified below under Appeals.
 15. The right to absolute confidentiality of all participants.
 16. The right to be judged in a manner consistent with the penalty. For cases involving punitive lowering of a grade in a course, guilt must be proven only by a preponderance of the evidence. For cases carrying the penalty of expulsion, guilt must be proved beyond a reasonable doubt. In any event, the complainant has the burden of proof.
 17. Evidence obtained through an illegal search shall not be admitted.

7.3.2 Rights Listed Not Exhaustive

The rights listed above under Rights of the Accused shall not be construed as exhaustive.

7.3.3 Rights Not Accorded

1. Formal rules of evidence shall not be in effect. All pertinent matters shall be admitted into evidence, including circumstantial evidence and hearsay, the values of which shall be weighted accordingly.
2. The defendant does not have the right to be represented by professional legal counsel during the hearing.
3. Affidavits are not admissible under any circumstances.
4. Any evidence that the accused, or any party acting on his or her behalf, has threatened, accosted, or otherwise intimidated his or her accuser or any adverse witness prior to the verdict, shall be admissible evidence and shall be construed as a most serious breach of conduct.

7.3.4 Evidence and Witnesses

1. Upon receipt of a call for a trial by the Investigatory Panel, the Secretary of the Councils shall summon the prosecution witnesses.
2. It will be the responsibility of the accused to summon witnesses to testify on his or her behalf.
3. Nonmaterial witnesses (i.e. character witnesses) shall be limited to two.
4. The accused may have two advisers from the University community.
5. The accused and/or the accused's advisers may question all witnesses and have the right to cross-examination.
6. A witness shall not be present during the testimony of other witnesses.

7.3.5 Specification of Offense

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

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1. One instance of unplanned, unpremeditated cheating
 2. Premeditated dishonesty involving some act of prior planning
 3. Aiding another while not enrolled in course in which the act of dishonesty occurs
 4. A continuing pattern of premeditated subversion of the System

7.3.6 Voting

Voting of the Honor Councils shall be by secret ballots, which will be counted by the Presiding Officer. Guilt or innocence will be decided by a two-thirds vote.

7.4 Penalties

If the Council determines that a student has committed one of the four offenses listed above in Specification of Offense, it will assess the following penalties:

1. Unpremeditated cheating.....Lowering of grade in course by letter
2. Premeditated dishonesty....."F" in the course
3. Aid while not enrolled.....Suspension for the next full semester
4. Continuing subversionPermanent expulsion

Under 3 in 7.3.5 above, if the offense occurs during one's last semester, his or her graduation will be delayed one full (fall or spring) semester. Also, the penalty for any second offense is permanent expulsion.

7.5 Reporting of Verdict

If the determination of the Honor Council is that a student violated the Honor Code, the student shall be informed that the decision of the Honor Council is final unless within two business days the student so charged makes a written request to the Secretary of the Honor Councils for an appeal hearing, stating why the student believes justice was not done.

8 Appeals

8.1 Jurisdiction

The alternate Honor Council acting as an Appeal Board of the Honor Code shall have the following jurisdiction:

1. To review the justice and procedure of the original Honor Council hearing.
If it can be proven that the Honor Council which originally heard the case deviated substantially from the hearing procedure of the Honor Code, the defendant has a right to a new hearing.
2. To consider any new evidence and to decide on the basis of that evidence whether or not a new hearing is warranted.
3. If one is warranted, to hold a new hearing in accordance with the provisions of Procedures below.

8.2 Procedures

Upon receipt of a request for an appeal hearing, the Secretary of the Councils shall notify the alternate Council (i.e., the Council which did not hear the case originally), which shall hear the appeal.

Proceedings of the appeal hearing shall be recorded by the Secretary of the Councils. (A tape recording is urged.) The accused may have no more than two advisers who must be members of the University community. These advisers may be present at the hearing and may ask questions of any of the witnesses and the accused.

The defendant shall be informed of the decision of the alternate Honor Council by the Provost.

If acquitted on a charge by the alternate Honor Council, a person may not be tried a second time by either Honor Council for the same incident.

Access to Students Records

To comply with the Family Educational and Privacy Act of 1974, commonly called the Buckley Amendment, Oglethorpe University informs students of their rights under this act in the student handbook, *The O Book*. Three basic rights are covered by this act: (1) The student's right to have access to personal records, (2) the right of a hearing to challenge the content of a record, and (3) the right to withhold or give consent for the release of identifying data. Additional information may be obtained from *The O Book* and from the Registrar.

Programs of Study



Organization

Oglethorpe's curriculum is arranged in six general divisions: Humanities; History, Politics, and International Studies; Science and Mathematics; Behavioral Sciences; Economics and Business Administration; and Education — Undergraduate and Graduate.

Academic areas included within each division are listed below. A listing of majors and minors from among these areas is found on the pages that follow.

Division I: The Humanities

- Art
- Communications
- Drama
- English and Literature
- Foreign Languages
- Music
- Philosophy
- Writing

Division II: History, Politics, and International Studies

- History
- Politics

Division III: Science and Mathematics

- Biology
- Chemistry
- Mathematics
- Physics

Division IV: Behavioral Sciences

- Psychology
- Sociology
- Social Work

Division V: Economics and Business Administration

- Accounting
- Business Administration
- Computer Science
- Economics

Division VI: Education - Undergraduate and Graduate

- Early Childhood Education
- Middle Grades Education
- Secondary Education

Interdisciplinary Majors

- American Studies
- Business Administration and Behavioral Science
- Business Administration and Computer Science
- International Studies
- Mathematics and Computer Science

Under the semester system, courses of one to five semester hours credit are offered. A full-time student carries a normal academic load of five courses during each semester (12-16 semester hours).

A minimum of 120 hours (or equivalent for transfer students) is required for graduation. Some programs may require additional credit. The core curriculum, as described below, is required of all four-year, degree-seeking students in the undergraduate program.

In the sections that follow courses are listed numerically by discipline within their respective divisions. Most courses are designated by a four-digit number. The

first digit indicates the level of the course: 1 = freshman level, 2 = sophomore level, 3 = junior level, 4 = senior level, and 6 = graduate level. 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.

In some cases, the C, L, or P replaces the first digit in the course number. C indicates that the course fulfills a core requirement; L means laboratory; P means that the course is a preliminary course to the required core course in that discipline.

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

Major Programs

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

A major is an orderly sequence of courses in (1) a particular discipline, (2) a combination of two disciplines, or (3) a defined interdisciplinary field. A major must include a minimum of 33 and a maximum of 62 semester hours of required course work, exclusive of all hours used to satisfy core requirements. Each major must allow for the student's selection of courses which are not in the discipline(s) of the major and not required components of the core curriculum. 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 listed below are indicated in the section of the *Bulletin* in which the course offerings of the discipline are described or in the sections which state the requirements of individually planned and interdisciplinary majors. Please note that no course may be used to meet more than one degree requirement.

The clinical training component of the medical technology major must be completed in an approved health sciences program at a cooperating institution (see Medical Technology in Division II of this *Bulletin*).

A minimum of 15 semester hours of a major must be in course work taken at Oglethorpe University (for teacher education majors, please refer to Division VI requirements in this *Bulletin*.)

Majors may be earned in the following:

Accounting	History
American Studies	Individually Planned Major
Biology	International Studies
Business Administration	Mathematics
Business Administration and Behavioral Science	Mathematics and Computer Science
Business Administration and Computer Science	Medical Technology
Chemistry	Philosophy
Communications	Physics
Economics	Politics
Education-Early Childhood	Psychology
Education-Middle Grades	Sociology
Education-Secondary	Sociology-Social Work
English	

Minor Programs

Minor programs are available in several fields. Students should consult the section of the *Bulletin* in which a particular discipline is described to ascertain whether a minor is offered and what its specific requirements are.

A minor consists of at least 15 semester hours of course work beyond any core requirements in that discipline.

A minimum of nine semester hours of a minor must be in course work taken at Oglethorpe. For education majors, these requirements must be fulfilled before student teaching.

Minors may be earned in the following:

Accounting	History
Art	Mathematics
Biology	Music
Chemistry	Philosophy
Computer Science	Politics
Economics	Psychology
English	Sociology
French	Writing

Honors Program

All students at Oglethorpe University are encouraged to attain academic and personal excellence. The University offers an Honors Program for those students who have demonstrated ability to do exceptional scholarly work, and who desire to investigate some topic or area of scholarly endeavor in depth. Because the purpose of the program is to offer enhanced academic opportunities to those students who are capable of, and willing to do work well beyond that required for successful completion of a major, honors work does not count toward the major. The program

also is intended to foster increased interaction between students and faculty with diverse interests but similar dedication to academic excellence.

The Honors Program is a three-semester program. During the spring semester of the junior year, a student secures the permission of a thesis supervisor and enrolls in 3999 Honors I. The eligibility requirement is an overall 3.3 grade-point average and a 3.5 grade-point average in the field in which the thesis is to be written. Students slightly below this standard may still enroll in 3999 Honors I but must meet the grade-point average standard by the beginning of fall semester in order to continue, unless an exception is granted by the Honors Program Director. Juniors in the seminar are expected to complete a prospectus by the end of the spring semester, which is to include a definition of the problem to be addressed as well as a reading list. A student receives one hour of credit for completion of this work on a satisfactory/unsatisfactory basis, the grade being determined by the Honors Program Director in consultation with the faculty supervisor. Successful completion of this phase is a prerequisite for enrollment in Honors II in the fall. There are no formal requirements for the summer, but the student ought to make enough progress on the reading list to be able to begin research immediately when classes resume in the fall.

In the fall semester of the senior year, the student enrolls in 4998 Honors II, which requires an overall 3.3 grade-point average and a 3.5 grade-point average in the field in which the research is to be done. In Honors II, the student completes the research, prepares a first draft of the thesis, and attends the scheduled meetings of the Honors Seminar. The student receives three hours of credit for this work and a letter grade assigned by the supervisor. If the letter grade is an "A," the student then enrolls in 4999 Honors III spring semester of the senior year and the Honors Program Director appoints a committee of three to evaluate the completed thesis. The committee must include the supervisor and may include someone from outside the division at Oglethorpe. During the first half of the spring semester, the student works on revisions of the first draft and makes a presentation of the research to the Honors Seminar. For these efforts, the student receives one hour of credit and a letter grade, assigned by the Honors Program Director with the advice of the supervisor. The final draft of the thesis is presented to the committee at least one week prior to the end of classes. The committee will make a decision regarding the granting of honors by the first day of the final examination period. At the committee's discretion the student may be asked to make a formal defense of the thesis.

3999. Honors I.....1 hour

Participation in the Honors Seminar and preparation of the honors research prospectus is to be taken on a satisfactory/unsatisfactory basis during the spring semester of the junior year. Prerequisites: Permission of the Honors Program Director, permission of a faculty research 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 done.

4998. Honors II.....3 hours

Honors II is an independent study under the direction of the faculty research supervisor, including research, analysis and preparation of a first draft of an honors thesis. It is to be taken on a graded basis during the fall semester of the senior year. Participation in the Honors Seminar also is required. Prerequisites: Permission

of the faculty supervisor, successful completion of 3999, 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 done.

4999. Honors III.....1 hour

The third semester of the Honors Program includes participation in the Honors Seminar and revisions of the honors thesis under the direction of the faculty supervisor. It is to be taken on a graded basis during the spring semester of the senior year. Prerequisite: Grade of "A" in 4998.

Dual Degree Program in Art

Students seeking a broadly based educational experience involving the types of programs generally found at a college of arts and sciences as well as the specialized training offered by a professional college may wish to consider the dual degree program in art. Oglethorpe University and The Atlanta College of Art offer a joint program for students interested in a career in the visual arts. In this program, the student enrolls at Oglethorpe for two years, completes 61 semester hours of work, including the core requirements, and then enrolls at The Atlanta College of Art. The dual degree program requires four regular academic years plus some summer courses.

The student is required to complete three credit hours in Art and Culture and at least 12 credit hours in studio electives at Oglethorpe. Upon successful completion of all of the core requirements plus the aforementioned art courses, the student enrolls at The Atlanta College of Art and completes 75 credit hours in studio and art history courses. Placement in studio courses is dependent on a portfolio review.

Upon completion of the joint program, the student receives the degree of Bachelor of Arts from Oglethorpe and the degree of Bachelor of Fine Arts from The Atlanta College of Art. Students participating in the dual degree program must meet the entrance requirements of both institutions. Dual degree students are advised at Oglethorpe by a faculty member in the field of visual arts.

Dual Degree Program in Engineering

Oglethorpe is associated with the Georgia Institute of Technology, the University of Florida, Auburn 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 and prescribed courses in mathematics and the physical sciences. The two years of technical education require the completion of courses in one of the branches of engineering. Additionally, Oglethorpe has an agreement with the Georgia Institute of Technology for dual degrees in various areas of applied sciences and economics.

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 three affiliated schools

are slightly different, the student is advised to consult frequently with the faculty member serving as dual degree engineering program adviser.

Engineering is a difficult subject. Students can maximize their chances for success by starting at Oglethorpe where the faculty's primary concern is effective teaching and working closely with students. Classes are small, and laboratories offer the opportunity for hands-on experience with sophisticated equipment. This strong foundation gives the student an excellent preparation for professional school, resulting in more effective learning in advanced engineering courses. As a liberal arts and sciences university, Oglethorpe stresses broad education for intelligent leadership. Here, the student will explore the fundamental fields of knowledge, further his or her understanding of science and mathematics, and refine the abilities to read, write, speak, and reason with clarity. This preparation will serve the student well in any career but particularly so in the engineering field. With strong preparation in engineering plus a liberal arts education, the student will be ready for a variety of career positions. The dual degree engineering program provides an education that is both broad and deep — a combination that will serve the graduate well as career responsibilities increase.

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 33 semester hours of course work beyond core requirements. At least 18 semester hours of the major must be completed in courses above the introductory level in a particular discipline. This discipline will be defined as the major's concentration. Graded course work in the major must have a grade-point average of at least 2.0. Course work that is included in the individually planned major may not be counted toward a second major or a minor.

To apply for an individually planned major, the student, in consultation with his or her academic adviser, must complete an application, available at the Registrar's Office, to be approved by the Provost and the chair of the division in which the proposed major's concentration is included. This application should be submitted by the end of the second semester of the student's sophomore year. The application must specify the following:

1. The major's coverage and definition.
2. The observed or expected conceptual linkages among the concentration and the other subject(s) included in the major.
3. The expected outcomes of the completion of the major in terms of the student's intellectual growth and plans for graduate study or career.

The student's academic adviser forwards the application to the appropriate division chair. The chair consults with the Provost; then the chair notifies the faculty adviser of the acceptance or rejection of the proposal, and the adviser contacts the student.

The degree awarded upon successful completion of an approved individually planned major is Bachelor of Arts.

Pre-medical Program

A student who plans to attend a professional school of medicine, dentistry, optometry, pharmacy or veterinary medicine should plan a program of studies at Oglethorpe in consultation with a faculty member who is a designated pre-medical adviser. It is desirable for the pre-medical student to begin the process of undergraduate program planning with a pre-medical adviser. It is essential that contact be established by the second semester of the student's freshman year.

Professional schools of health science require for admission successful completion of a specified sequence of courses in the natural sciences as well as the submission of acceptable scores on appropriate standardized tests. However, pre-medical students have a wide latitude of choice with regard to the major selected. Students should familiarize themselves with the particular admission requirements of the type of professional school they plan to enter prior to deciding on the course of study to be pursued at Oglethorpe.

The Professional Option is available to highly qualified students seeking admission to appropriately accredited colleges of medicine, dentistry, and veterinary medicine. This option allows students to enter their respective professional schools at the end of their junior year. Credit is awarded at Oglethorpe for the successful completion of the first year of professional school. See Degrees above.

Allied Health Studies

Students who plan to attend professional schools of nursing, physical therapy or other allied health fields should plan their programs at Oglethorpe with the assistance of the faculty member serving as the Allied Health Adviser. The name of this adviser can be obtained at the Registrar's Office.

In allied health fields, successful completion of the program in an accredited professional school and a minimum of 60 semester hours credit earned at Oglethorpe are required to earn the Bachelor of Arts degree with an individually planned major in two relevant disciplines.

Pre-legal Program

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 are referred to the *Pre-law Handbook*, which is available in the University Bookstore, for a more complete discussion of the desirable aspects of a pre-law curriculum.

Students interested in pursuing a legal career should ask the Registrar for the names of faculty members serving as pre-law advisers.

Pre-seminary

Pre-seminary students should plan a curriculum with emphasis on philosophy, religion, English, and foreign language courses. A faculty adviser will aid in the selection of a particular field of study. For further guidance, the chair of the Humanities Division makes available a list of courses recommended by the American Association of Theological Schools. Juniors and seniors are encouraged to take an internship related to their course work.

Physical Fitness

The following two physical fitness courses are offered for credit. For a description of the sports program at Oglethorpe University, please see Athletics in this *Bulletin*.

1101. Physical Fitness for Living.....3 hours

A course designed to provide students an understanding and awareness of one's fitness potential through proper nutrition and aerobic exercise. Evaluation of personal fitness levels in the areas of stress, cardiorespiratory endurance, muscle strength, body composition, flexibility, and identification of coronary risk factors will assist the student in preparing for a balanced and healthy life.

1102. Fitness Through Lifetime Sports.....1 hour

A course designed to provide instruction in the skills, knowledge, and understanding of various sports that can be enjoyed throughout a person's lifetime. Acquainting students with the history, rules, and techniques, and offering individual instruction in these sports will help the student maintain fitness through wholesome recreation. Prerequisite: 1101.

Interdisciplinary Majors

Interdisciplinary majors are offered in American Studies, Business Administration and Behavioral Science, Business Administration and Computer Science, International Studies, and Mathematics and Computer Science. Students who choose one of these majors should notify the Registrar so that an appropriate adviser may be assigned.

American Studies

The 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 required courses in American literature and history may not be used to satisfy core requirements. The American Experience, 2472, should be taken in the freshman or sophomore year. Courses 3477 and 4473 are to be taken in the junior and senior years. A "C" average in major course work is required for graduation. The degree awarded is the Bachelor of Arts.

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

- 2127 American Literature: Seeking the Good in the New World I
- 2128 American Literature: Seeking the Good in the New World II
- 2216 American History to 1865
- 2217 American History Since 1865
- 2472 The American Experience (course description under sociology)
- 3217 The Age of Affluence: The United States Since 1945
- 3477 Community and Individualism in America (course description under sociology)
- 3523 United States Economic History
- 4473 Senior Seminar in American Studies (course description under sociology)

Completion of six of the following courses also is required:

- 2221 United States Foreign Policy
- 2223 Constitutional Law
- 2471 The Family
- 2518 Probability and Statistics
- 3121 Contemporary Literature
- 3131 Music in the 20th Century: 1900-1950
- 3132 Music in the 20th Century: 1950 to the Present
- 3191 Advanced Writing for Business and the Professions
- 3222 American Political Parties
- 3223 Congress and the Presidency
- 3225 State and Local Government
- 3621 Introduction to Education
- 4121 Special Topics in Literature and Culture I
- 4123 Major British and American Authors I
- 4213 United States Diplomatic History
- 4214 The American Civil War and Reconstruction
- 4521 Money and Banking
- 4522 Labor Economics
- 4525 Public Finance

Requirements for the minor include completion of The American Experience and four of the following eight courses:

- 2127 American Literature: Seeking the Good in the New World I
- 2128 American Literature: Seeking the Good in the New World II
- 2216 American History to 1865
- 2217 American History Since 1865
- 3217 The Age of Affluence: The United States Since 1945

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- 3477 Community and Individualism in America (course description under sociology)
 - 3523 United States Economic History
 - 4473 Senior Seminar in American Studies (course description under sociology)

The courses in American literature and American history may not be used to satisfy core requirements.

Business Administration and Behavioral Science

This major provides students with the knowledge and skills of the behavioral sciences as they may be applied in the business world. The major helps to prepare students for careers in business, especially those related to human resources, or for graduate study in business administration and applied psychology.

The major consists of 11 required courses and four directed electives. The four directed electives should be carefully selected with the assistance of the faculty adviser and must be evenly divided between business administration courses and courses in behavioral sciences. A "C" average in course work in the major is required for completion of this major. The degree awarded is the Bachelor of Arts.

Requirements of the major include completion of the following 11 courses:

Business Administration Courses

- 1510 Business Law I
- 2513 Management
- 2530 Principles of Accounting I
- 2531 Principles of Accounting II
- Choice of:**
- 2540 Introduction to Computer Applications Software **or**
- 2541 Introduction to Computer Science **or**
- 2542 Principles of Computer Programming
- 3517 Marketing

Behavioral Science Courses

- 2473 Social Psychology
- 2518 Probability and Statistics
- 3463 Psychological Testing
- Choice of:**
- 2464 Organizational Psychology **or**
- 3472 The Sociology of Work and Occupations
- Choice of:**
- 2519 Management Science **or**
- 3461 Research Design

Two electives from business administration and two from the behavioral sciences chosen from the following courses also are required:

- 2472 The American Experience
- 2465 Learning and Conditioning
- 2474 Social Problems
- 2540 Introduction to Computer Applications Software
- 2542 Principles of Computer Programming
- 2555 International Business
- 3464 Psychology of Leadership

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- 3465 Theories of Personality
 - 3470 Culture and Society
 - 3477 Community and Individualism in America
 - 3478 Wealth, Status, and Power
 - 3516 Managerial Finance
 - 3518 Marketing Communications
 - 3521 Intermediate Microeconomics
 - 3522 Intermediate Macroeconomics
 - 3527 Economic Development
 - 4522 Labor Economics
 - 4556 Marketing Research
 - Choice of:**
 - 4465 Internship - Psychology or
 - 4517 Internship - Business Administration

Business Administration and Computer Science

The administration of business involves the collection, storage, analysis, and reporting of large volumes of financial as well as non-financial data. By combining courses in business administration and computer science, this interdisciplinary major acquaints students with the ways in which computer systems can assist in carrying out the accounting, finance, marketing, and management functions of business. An additional aim is to encourage innovative approaches to administration that would be impractical without the computational capacity of the computer.

The major requires completion of 16 courses; 13 specified courses and three directed electives, with a grade of "C" or better in each course. The degree awarded is the Bachelor of Business Administration.

Requirements of the major include completion of the following 13 courses:

- 1335 Calculus I
- 2513 Management
- 2518 Probability and Statistics
- 2519 Management Science
- 2530 Principles of Accounting I
- 2531 Principles of Accounting II
- 2542 Principles of Computer Programming
- 3516 Managerial Finance
- 3517 Marketing
- 3521 Intermediate Microeconomics
- 3522 Intermediate Macroeconomics
- 3544 Principles of File Processing
- 4516 Strategic Planning

Completion of three of the following five courses also is required:

- 2540 Introduction to Computer Applications Software
- 2541 Introduction to Computer Science
- 3542 Introduction to Data Structures
- 4540 Introduction to Systems Programming
- 4541 Assembly Language and Computer Architecture
- 4542 Topics in Computer Science

International Studies

International Studies is an interdisciplinary major which seeks to develop skills and perspectives essential to effective participation in the emerging multicultural business and social environment. The major helps to prepare students for careers in international commerce, the travel and convention businesses, international banking and finance, and government. The major also provides an appropriate undergraduate background for the professional study of business, public policy, and law. Students interested in this major 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 the following five courses (including prerequisites):

- 2221 United States Foreign Policy
- 2224 International Relations
- 3214 Europe Since 1918
- 3470 Culture and Society
- 3527 Economic Development **or**
4523 International Economics

Completion of four of the following courses also is required:

- 2210 Survey of Modern East Asian History I
- 2211 Survey of Modern East Asian History II
- 2218 Modern Southeast Asian History
- 2555 International Business
- 3213 Europe in the 19th Century
- 3216 The People's Republic of China
- 3219 The Wars in Vietnam
- 3221 Comparative Government
- 4211 Modern German History
- 4212 Russian History
- 4213 United States Diplomatic History
- 4216 Special Topics in History
- 4218 Independent Study in History
- 4228 Advanced Topics in International Relations

Choice of:

- 2555 International Business **or**
4523 International Economics **or**
other courses as approved by the adviser.

Four semesters of a foreign language are required, or demonstration of proficiency in a foreign language which would be equivalent to four semesters of study.

A study abroad experience is required. A summer or semester at a foreign university is the preferred method for fulfilling this requirement. Students may plan to complete the language requirement above during their study abroad experience. Students who receive financial aid at Oglethorpe should consult with the Financial Aid Office early in the pursuit of this major to determine available funding for the study abroad experience. Generally, financial aid awarded for study at Oglethorpe University is not transferable for study abroad with another institution.

Oglethorpe University maintains affiliations with the American Institute for Foreign Study, Seigakuin University in Tokyo, and the Universidad de Belgrano in Buenos Aires, Argentina to aid students in identifying worthwhile foreign study

opportunities. Other programs in the recent past in which students have studied abroad include Brethren Colleges Abroad, International Intercultural Studies Program of the University System of Georgia, and the Centre Linguistique Pour Etrangers. Advisers who specialize in the international studies field can acquaint students with programs at these institutions and with a wide variety of additional overseas study programs.

Note: Students who graduated from a secondary school located abroad at which the language of instruction was not English may satisfy the language requirement with English as a Second Language I and II. They may satisfy the study abroad requirement via their residency in the United States.

Mathematics and Computer Science

Since its inception as an academic discipline, computer science has been closely associated with mathematics. Many of the field's pioneers are mathematicians by training. Indeed, modern computer science would not be possible without the existence of a number of mathematical developments once thought to be entirely theoretical in nature.

The major in Mathematics and Computer Science is designed to acquaint students with the various linkages between computer science and mathematics and to enable students to understand more thoroughly their primary discipline, whether it is mathematics or computer science. Rigorous training in mathematical thinking will provide the student with essential analytical tools and mental discipline, while the problem-solving skills that will be sharpened in the process of developing algorithms for computer applications will prove to be beneficial to students of mathematics. Students will become familiar with ways in which modern computational tools have made possible work in mathematics that would otherwise be prohibitively laborious. Understanding of the many mathematical structures that are essential to effective development and utilization of processes in computer science will be enhanced. The degree awarded is the Bachelor of Science.

Requirements of the major include completion of the following courses:

- 1335 Calculus I
- 1336 Calculus II
- 2331 Calculus III
- 2332 Calculus IV
- 2333 Differential Equations
- 2335 Discrete Mathematics
- 2542 Principles of Computer Programming
- 3331 Complex Analysis **or**
 - 4333 Special Topics in Mathematics
- 3334 Linear Algebra
- 3335 Abstract Algebra
- 3542 Introduction to Data Structures

Completion of three of the following five courses also is required:

- 2540 Introduction to Computer Applications Software
- 2541 Introduction to Computer Science
- 3544 Principles of File Processing
- 4540 Introduction to Systems Programming
- 4541 Assembly Language and Computer Architecture
- 4542 Topics in Computer Science

Internships and Cooperative Education

Oglethorpe University offers two on-the-job learning programs: Cooperative Education and Internships. These programs provide students with the opportunity to have an employment experience designed to promote their professional and personal growth. They also allow students to explore particular career options.

Opportunities are available in all majors for students who (1) demonstrate a clear understanding of the goals they wish to accomplish in the experience and (2) possess the necessary academic and personal background to accomplish these goals. In addition to local experiences, students may apply for international co-op/internship assignments through Oglethorpe's membership in the International Cooperative Education Consortium, which is managed by the Georgia State University Office of Cooperative Education.

Students who are interested in an internship or cooperative education experience should first consult with their faculty advisers and then visit the Office of Career Planning and Placement in Emerson Student Center.

Internships

Students with a minimum grade-point average of 2.8 may qualify to begin an internship experience in the sophomore year. Every internship requires a statement of academic objectives and requirements developed in consultation with the student's faculty adviser and/or faculty internship supervisor. Upon successful completion of the internship, the student is awarded academic credit in recognition of the learning value of the experience, up to a maximum of 15 hours.

If no academic credit is needed or sought, a non-credit internship can be arranged, utilizing the quality control provided by the Office of Career Planning and Placement.

Internships have been available in a large variety of local businesses and organizations such as Deloitte and Touche, Atlanta Historical Society, CNN Sports, United Methodist Children's Home, Gwinnett Medical Center, Georgia League of Women Voters, Zoo Atlanta Animal Research, IBM, Price Waterhouse, The Carter Center, The New York Times-Southern Bureau, and the Georgia Department of Labor, to name only a few.

In addition to these Atlanta-based internships, Oglethorpe also is affiliated with two organizations in the nation's capital where students from all majors can serve as interns in the Washington, D.C. area. These organizations are The Washington Center and The Washington Semester Program of American University.

Cooperative Education

Cooperative Education is a non-credit program in which students with a grade-point average of 2.5 or higher alternate semesters of work and study until graduation. Students begin the co-op experience in their junior year. Opportunities are available with major employers in the Atlanta area.

A student who participates in a University sponsored full-time cooperative education experience is considered to be a full-time Oglethorpe student. This will be true even though it precludes his or her enrolling in a full-time schedule of classes, provided: (1) he or she was enrolled in a full-time schedule of classes at Oglethorpe during the semester immediately preceding the cooperative education experience;

and (2) he or she intends to enroll as a full-time student at Oglethorpe in the subsequent semester.

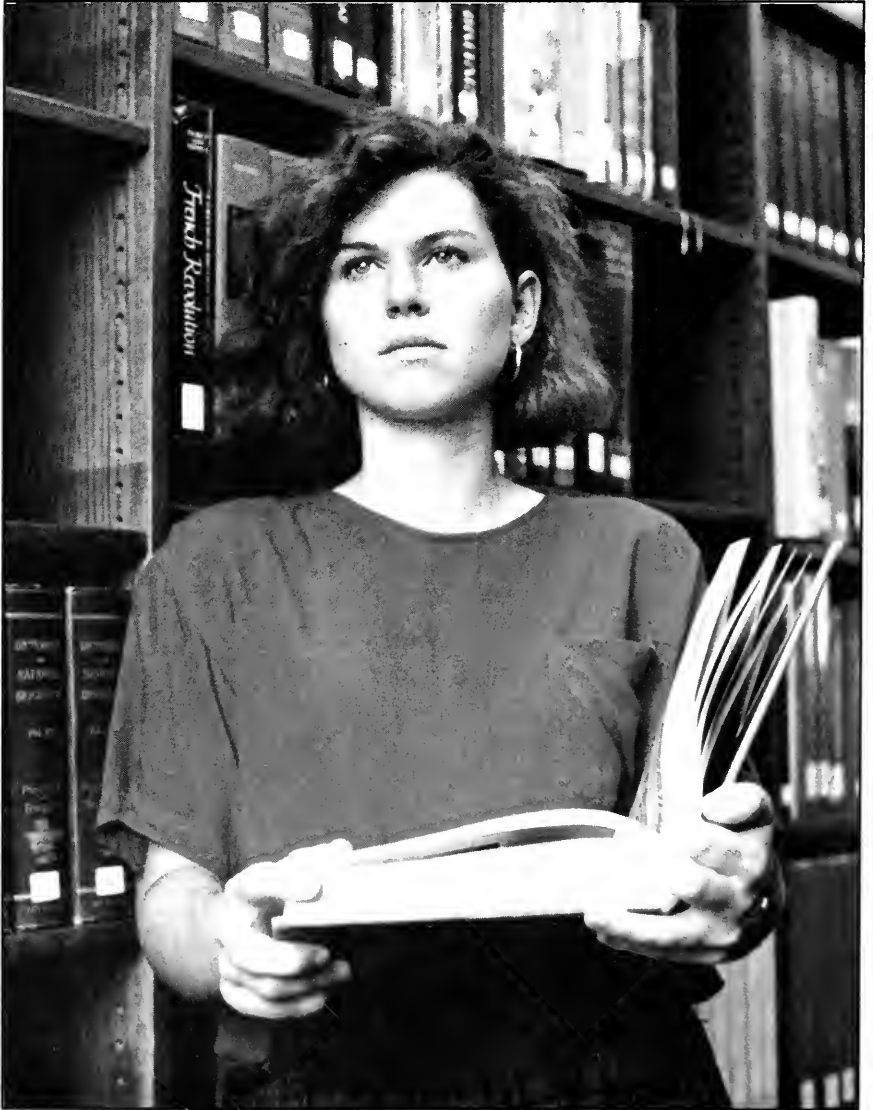
Cross Registration

Oglethorpe University is a member of the University Center in Georgia, a consortium of the 18 institutions of higher education in the greater Atlanta area. Through the University Center, students may enroll 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.

Courses taken at University Center institutions on a cross-registration basis count as Oglethorpe courses. While grades earned through consortium courses are not tabulated in grade-point averages, courses with grades of "C" or higher count toward the major.

Interested students should consult the Registrar for program details.

The Core Curriculum



History of the Core Curriculum

The idea for a “core curriculum” at Oglethorpe University is nearly half a century old, dating back to 1944 when Oglethorpe’s President Philip Weltner proposed a totally new liberal arts curriculum aimed at “student development in human understanding and citizenship, alongside training for livelihood.” Weltner published his ideas for a new core curriculum in a small brochure called *The Oglethorpe Book*, outlining his new integrative plan and his philosophy of education, and in so doing, he 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. Dr. 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 new plan was received with enthusiasm not only in the press but also on campus. He was able to tell *The Times* reporter in 1945 that after nearly a year with the new curriculum in place, “for the first time I [have] noticed that the students understand why they are taking the courses they do.”

Dr. Weltner’s core curriculum for the Oglethorpe students of the 1940s reflected the concerns of the war era: the core comprised one half of every student’s total course work and featured courses in “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, its required courses coming to resemble much more closely 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.

The Oglethorpe core curriculum, implemented in the fall of 1992, represents 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 core curriculum takes as its starting point the need to inculcate and nurture in Oglethorpe students a taste for and skill at intellectual inquiry. A result of a two-year revision process funded by a major grant from the National Endowment for the Humanities, the new core curriculum differs from previous versions of the core in that it has, since its inception, involved a coordinated effort from the faculty to provide a common focus for all core courses. Faculty are committed to working together through frequent conversation about the content and goals of their courses to ensure that the core courses students take provide an integrated approach to investigating five key questions. Each core course represents a distinct way of knowing, a distinct approach to understanding these central questions of the human experience. With its central focus, the core is every student’s second major at Oglethorpe.

Liberal Education and the Core Curriculum

An Oglethorpe education prepares students to live as free human beings who take an active interest in the world around them, and who have developed those modes of thought and action that will make them effective builders of communities.

In *The Idea of a University*, John Henry Newman explains that a liberal education forms “a habit of mind...which lasts through life,” with “nothing more or less than intellectual excellence” as its object. Thomas Jefferson, in *Notes on the State of Virginia*, argues that without such development of the intellect, democracy will perish: “Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories, and to render even them safe their minds must be improved....”

Such mental development requires knowledge of and the capacity to analyze the civilization in which we live. We must be able to raise intelligent questions about apparently self-evident truths, and about whether they can be verified or confirmed upon serious reflection. We also must have the capacity to reflect critically on passions, temptations, impulses, and indeed on thinking itself. As Jefferson proclaimed, we must not be afraid “to follow truth wherever it may lead....” At the very least, a liberal education ought to impart to students a taste for free inquiry— as well as a sense of why such inquiry is important.

Oglethorpe University combines these aims with an institutional commitment to small classes, personal attention to the individual student, collaborative activities, and critical reading and writing. In its dedication to a broad, comprehensive liberal education for each student, Oglethorpe has created a common set of core courses that invite 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 life-long “habit of mind” that Newman extols. 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.

The central considerations of the Oglethorpe core are expressed in the form of five questions, questions that have no easy answers:

1. What are our present ways of understanding ourselves and the universe?
2. How do these ways of understanding evolve?
3. How do we deal with conflicts in our ways of understanding?
4. How do we decide what is of value?
5. How do we decide how to live our lives?

The Oglethorpe core curriculum initiates and sustains meaningful discussion about matters which are and have been fundamental to understanding the human condition and dealing thoughtfully with its ambiguities. The courses in the core program present a variety of distinct ways of knowing or understanding ourselves.

As students become actively engaged with faculty in asking and attempting to answer the central questions raised by the core courses, they will learn to appreciate the life of the mind and to be interested in hearing the variety of voices that have addressed these questions. In an effort to ensure that students encounter such points of view directly, Oglethorpe’s core courses are designed to stimulate intensive interaction between faculty and students.

The core curriculum provides only a beginning for the investigation of significant questions. What students have at the completion of the Oglethorpe core program are not final answers but a multiplicity of ways of knowing and experiencing the world. They will, in addition, be prepared to continue this inquiry on their own.

The core curriculum includes:

All of the following:

- C161 Philosophical Conceptions of Reality and Human Life
- C191 Analytical Writing
- C211 The West and the Medieval World
- C212 The West and the Modern World
- C271, C272 Human Nature and the Social Order I, II
- C462 Psychological Inquiry

One of the following

- C131 Music and Culture
- C181 Art and Culture

One of the following year-long courses

- 2121, 2122 World Literature: The Search for Identity I, II
- 2123, 2124 English Literature, 700-1800: The Discovery of the Individual I, II
- 2125, 2126 English Literature, 1790-1945: Revolution and Reassessment I, II
- 2127, 2128 American Literature: Seeking the Good in the New World I, II

One of the following

- C351 Natural Science: The Physical Sciences
- 1321 General Chemistry I
- 1341 General Physics I
- 2341 College Physics I

One of the following

- C352 Natural Science: The Biological Sciences
- 1311 General Biology I

One of the following

- 1333 Applied Calculus
- 1335 Calculus I
- 2518 Probability and Statistics
- 2542 Principles of Computer Programming

Division I

The Humanities



American Studies

For a complete description of the interdisciplinary major in American Studies, please see the Interdisciplinary Majors section of this *Bulletin*.

Art

The art program offers courses in art history and studio work to enhance students' appreciation of works of art and to develop skills in a variety of media. The program is distinctive in its consistent emphasis on realism which is achieved through the development of classical fundamentals in every studio course. A student who takes even one course as an elective can learn to draw, paint, or sculpt from reality while gaining confidence through understanding basic concepts.

Artist-In-Residence

Oglethorpe has originated an International Artist-in-Residence Program which enables an artist to create on campus for a semester. Each student has the opportunity to meet and discuss art and ideas with a professional practicing artist from another culture. The selected artist has a working space in the Faith Hall studio and has specific studio hours during the week when he or she is available to converse and share with the students and the public. The artist will have his or her work exhibited in the Oglethorpe University Museum.

Minor

To minor in art one must concentrate in one of four areas: painting, art history, photography, or drawing.

For a minor in painting, a student must take three painting courses, two drawing courses, one art history course, and one photography course.

For a minor in art history, a student must take three art history courses, one photography course, one drawing course, one painting course, and a second course in either painting or drawing or photography.

For a minor in photography, a student must take three photography courses, two drawing courses, one painting course, and one art history course.

For a minor in drawing, a student must take three drawing courses, two painting courses, one art history course, and one photography course.

Upon consultation with art faculty, a student may substitute an independent study or special topics course for one of the requirements where appropriate.

C181. Art and Culture3 hours

This course surveys the creative ways that human beings throughout history have attempted to depict their relationships to their surroundings. Art is thus viewed as a barometer of civilization, a visual, creative response to the intellectual and emotional climate of a given moment in history. Students will examine present ways of understanding ourselves and the universe, the evolution of that understanding, and the conflicts involved. Basic artistic principles and concepts also will be studied in an effort to decide what has artistic value. Recommended for junior or senior year but should precede studio art courses.

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- 1182. Drawing3 hours**
 Studio exercises, in-studio lectures, outside assignments, and critiques are designed to develop a basic understanding of drawing. Projects will be designed to explore concepts and theories of drawing and to develop the bridge between observation and creating an image.
- 1183. Painting3 hours**
 Studio exercises, in-studio lectures, outside assignments, and critiques are designed to develop a fuller understanding of the technical aspects of oil painting. A study of composition, color, drawing, and expression will be included. Emphasis will be on the development of a personal direction and self-confidence in painting.
- 1185. Photography3 hours**
 Laboratory exercises, in-class lectures, critiques and assignments are designed to develop an understanding of all aspects of photography, including composition and self expression. Emphasis will be on development of technical skills and a personal direction in photography.
- 2181. Special Topics in Art History3 hours**
 An in-depth analysis of specific historical art periods will stress how major artists and trends were influenced by their times. Discussion of important events and ideas of significant individuals of the period will serve to provide the necessary background for a thorough comprehension of social and intellectual sources of art. Prerequisite: C181.
- 2182. Independent Study in Drawing3 hours**
 Individual instruction in drawing techniques. Prerequisite: Permission of the instructor.
- 2183. Independent Study in Painting3 hours**
 Individual instruction in painting techniques. Prerequisite: Permission of the instructor.
- 2184. Modern Art History3 hours**
 An in-depth analysis of the art of the 19th and 20th centuries, stressing how major trends and major artists were influenced by their times. The course will begin with the advent of the Industrial Revolution and continue to the present. It will focus on the art and ideas of Ingres, Manet, Monet, Van Gogh, Gauguin, Cezanne, Picasso, Matisse, Dali, and Warhol. Prerequisite: C181.
- 2185. Figure Drawing3 hours**
 An introductory drawing course covering the main concepts necessary for drawing the human figure: major anatomical surface landmarks, planar structure, proportion, mass and volume. Students will work from both the clothed and the nude model.
- 3180. Special Topics in Studio3 hours**
 Studio exercises, in-studio lectures, outside assignments, and critiques are designed to develop a basic understanding of various media, including sculpture, figure drawing, and various specialties of Artists-in-Residence.
- 4181. Internship - Art 1-6 hours**
 An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for

the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies or in other professional settings. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Communications

A program in communications prepares students to express themselves effectively in speech and in writing. It encourages students to examine their own modes of communication and to analyze the communication of others, from individual utterances to mass media coverage.

Graduates in communications generally go on to careers in journalism, public relations, advertising, mass media, corporate communications, and related fields. They also are prepared for further study in journalism or communications.

All communications majors must also complete a minor course of study in any other discipline of their choice to enable them to apply their communication skills to a specific body of knowledge and to enhance employment possibilities.

Although an internship is not required for the major, it is strongly recommended.

Major

The following courses are required:

- 1151 Public Speaking I
- 2190 Intermediate Writing: Persuasion
- 2191 Intermediate Writing: Investigation
- 2540 Introduction to Computer Applications Software
- 3151 Journalism Workshop
- 3191 Advanced Writing for Business and the Professions

Two literature courses selected from upper-level (3000 or 4000) offerings.

Five courses selected from the following:

- 1152 Public Speaking II
- 1185 Photography
- 2473 Social Psychology
- 3150 Introduction to Linguistics
- 3152 Broadcast Media
- 3192 Creative Writing
- 3193 Biography and Autobiography
- 3464 Psychology of Leadership
- 3518 Marketing Communications
- 4158 Special Topics in Communications
- 4159 Internship - Communications
- 4190 Independent Study in Writing
- 4198 Special Topics in Writing

Also required for the major is the selection of a minor which supports the student's career plans.

1151, 1152. Public Speaking I, II3 plus 3 hours

These courses seek to develop skills in the techniques of effective public speaking. The format is designed to produce a poised, fluent, and articulate student by actual experience, which will include the preparation and delivery of formal and informal talks on approved subjects.

3150. Introduction to Linguistics3 hours

A study of the history of the English language, the rules of traditional grammar, and current linguistic theory. Special attention is paid to the relationship between language and cognition, theories of language acquisition, and the dialects of American English. Offered in alternate years. Prerequisite: C191.

3151. Journalism Workshop3 hours

This course is a hands-on workshop involving the writing and publication of a campus newspaper, newsletter, or newsmagazine. It can be repeated by students for elective credit up to six hours but can only count once toward the communications major or the writing minor. Prerequisite: 2191 or permission of the instructor.

3152. Broadcast Media3 hours

This course is a hands-on workshop involving the writing and production of radio and/or television programs. It will introduce students to the practical problems involved in broadcast production, as well as raise theoretical questions and concerns about the use of media in the 1990s. Prerequisite: A writing or communications course beyond Analytical Writing.

4158. Special Topics in Communications3 hours

This course will examine selected topics in journalism, communications, or media studies, such as The New Journalism, Mass Media and Popular Culture, Media and Marginalized Cultures, War Reporting, or Gender and Communication. Prerequisite: A writing or communications course beyond Analytical Writing.

4159. Internship - Communications 1-6 hours

This course will provide students with the opportunity to gain hands-on experience in some aspect of the communications industry at, for instance, CNN, the Carter Center, or the Atlanta bureau of The New York Times. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Drama

2130. Apprenticeship in Theatre3 hours

The apprenticeship is designed to provide a hands-on learning experience in theatre. Students may focus on one of three areas of responsibility: preparation and performance, technical design, or theatrical management. Open to sophomores, juniors, or seniors only and may be taken for credit only once. Taught on a satisfactory/unsatisfactory basis. Prerequisite: Permission of the instructor.

2135. Special Topics in Theatre History3 hours

This course emphasizes the study of specific periods in theatrical history by examining dramaturgy, staging practices, costuming techniques and acting styles. Periods covered may include: Ancient Greek and Medieval Theatre, the Elizabethans and the Golden Age of Spanish Drama, the Italian Renaissance and French Neoclassicism. Prerequisite: C211 or permission of the instructor.

2137. Contemporary Theatre and Film3 hours

This course will examine the effect of both modified and allusive realism on contemporary theatre and film through a study of writers currently working in both fields. Students will read both play and film scripts, as well as view films. Writers examined will include: Hare, Stoppard, Henley, Norman, and Mamet.

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.

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, Advanced 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 year-long sequences: World Literature: The Search for Identity I and II, American Literature: Seeking the Good in the New World I and II, English Literature, 700-1800: The Discovery of the Individual I and II, English Literature, 1790-1945: Revolution and Reassessment I and II. Students also are required to take one writing course beyond Analytical Writing; to take either Shakespeare or Chaucer; and to select four electives from upper-level (3000 and 4000) literature courses.

Minor

Students who minor in English are required to take a minimum of six of the literature courses listed below. At least three of these must be upper-level (3000 and 4000) courses. Core requirements must be met with courses other than the courses in a student's English minor.

1123. Independent Study in Literature and Composition3 hours

Supervised study in specified genres or periods. Papers use several different rhetorical strategies.

2121, 2122. World Literature: The Search for Identity I, II ...3 plus 3 hours

In this year-long course literary masterpieces will be read that explore various ways of human understanding and how they evolved. In the first semester authors such as Homer, Sophocles, Vergil, Dante, and Shakespeare explore the human condition and question how life should be lived. In the second semester authors such as Racine, Voltaire, Flaubert, and Tolstoy question the answers offered by earlier writers. This course focuses on the tradition of Western literature, but the instructor also may include works from non-Western cultures. Prerequisites: C191 and 2121 for 2122.

2123, 2124. English Literature, 700-1800: The Discovery of the Individual I, II3 plus 3 hours

This year-long course will analyze the ways in which understanding ourselves have evolved and how English literature in this formative period dealt with conflicts in our ways of understanding ourselves. The move from literary characters with little interior to those with complex motives and behavior will be studied along with the development of those literary genres—the romance, metaphysical poetry, satire, and the novel—which reflect a growing self-consciousness. Major authors read in the first semester will include the *Beowulf*-poet, Chaucer, Malory, Shakespeare, and Spenser; in the second semester they will include Milton, Donne, Pope, Dryden, Fielding, and Johnson. Prerequisites: C191 and 2123 for 2124.

2125, 2126. English Literature, 1790-1900: Revolution and Reassessment I, II3 plus 3 hours

This year-long course raises questions about the adequacy of different ways of understanding ourselves by looking at poetry, novels, and nonfiction prose which make conflicting claims about how we are to live our lives. These issues will be examined in the first semester by examining writers such as Blake, Wordsworth, Tennyson, and Arnold. The same issues will be dealt with in the second semester by reading authors such as Conrad, Lawrence, and T.S. Eliot. Prerequisites: C191 and 2125 for 2126.

2127, 2128. American Literature: Seeking the Good in the New World I, II3 plus 3 hours

This year-long course will consider the adequacy of conflicting ways of understanding ourselves and our relation to the world, with emphasis on the 19th and 20th centuries. Students will address the possibilities of knowing the good, of redemption from the bad, and of finding adequate words for the often ambiguous relation between the two, as we struggle to discover what is of value and how we should choose to live our lives. Readings may include works by Franklin, Thoreau, Melville, Whitman, and Dickinson in the first half, and by Crane, Wharton, Fitzgerald, Cather, Eliot, Baldwin, and selected contemporary writers in the second. Prerequisites: C191 and 2127 for 2128.

3121. Contemporary Literature3 hours

A study of literature written since 1945, this course may emphasize poetry, drama, or the novel, and may include work in translation. Offered in alternate years. Prerequisite: One semester of any year-long sophomore literature course.

3123. Shakespeare3 hours

The plays and theatre of William Shakespeare. Offered in alternate years. Prerequisite: One semester of any year-long sophomore literature course.

3124, 3125. Studies in Drama I, II3 plus 3 hours

Drama as literature and as genre, through survey and period studies. Prerequisite: One semester of any year-long sophomore literature course.

3126, 3127. Studies in Poetry I, II3 plus 3 hours

Courses which examine the method and effects of poetry by focusing on particular poets, movements, styles, or historical periods. Prerequisite: One semester of any year-long sophomore literature course.

3128, 3129. Studies in Fiction I, II3 plus 3 hours

English, American, and continental narrative prose will be examined in the context of either a particular theme or an intensive concentration on a particular period or type, such as *Bildungsroman*, the Russian novel, or the Victorian novel. Prerequisite: One semester of any year-long sophomore literature course.

4120. American Poetry3 hours

This course will consider the work of major American poets such as Whitman, Dickinson, Frost, Wallace Stevens, T.S. Eliot, William Carlos Williams, as well as a number of contemporary ones, in the context of their lives and their countries. Analytical and creative written exercises will explore their efforts to find an emotional and spiritual home in America. Prerequisite: One semester of any year-long sophomore literature course.

4121, 4122. Special Topics in Literature and Culture I, II3 plus 3 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, Black (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. Prerequisite: One semester of any year-long sophomore literature course.

4123, 4124. Major British and American Authors I, II3 plus 3 hours

An intensive study of between one and five English and/or American writers. Usually offered in alternate years. Prerequisite: One semester of any year-long sophomore literature course.

4126. Chaucer3 hours

Students in this course 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; and to appreciate why he is called "the Father of English." Prerequisite: One semester of any year-long sophomore literature course, preferably 2123.

4127. The Literature of King Arthur and Camelot3 hours

This course will acquaint students with the medieval origins of the Arthurian legends, the best of the contemporary versions of the legends, and the origins and nature of change effected in legends over time. Prerequisite: One semester of any year-long sophomore literature course.

4129. Internship - English 1-6 hours

An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for

the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies, or in other professional settings: for instance, the Atlanta Historical Society, Atlanta newspapers and television stations, and the Atlanta Botanical Garden. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Foreign Languages

Students must take a language proficiency examination on the day of registration or the first day of class. They will be placed in the course sequence according to their competence. Foreign students are not eligible for courses in their primary language.

French

A minor in French consists of the following courses: Intermediate French, Advanced French Conversation, and Advanced French Composition. Two other courses selected from the following list also are required:

- 4171 French Literature of the Ancien Régime
- 4172 Modern French Literature
- 4173 The Third Republic and Its Institutions
- 4174 The Fifth Republic and Its Institutions
- 4175 Franco-American Relations in Trade and Culture
- 4177, 4178 Special Topics in Foreign Language, Literature, and Culture I, II

Certain requirements may be met through an approved study abroad program. Students pursuing a minor in French are encouraged to spend a summer or semester studying in France or a French-speaking country.

1173, 1174. Elementary French I, II4 plus 4 hours

A course in beginning college French designed to present a sound foundation in understanding, speaking, reading, and writing contemporary French. Prerequisite: None for 1173; 1173 required for 1174, or placement by testing.

2173. Intermediate French3 hours

A review of major points of grammar as well as further practice in developing oral and written skills. Introduction to a variety of unedited French texts. Prerequisite: 1174 or placement by testing.

3173. Advanced French Conversation3 hours

The development of oral skills through practice in group settings and individual class presentations. Students will learn to express themselves orally on a number of different topics. Prerequisites: 1174 and 2173, or placement by testing.

3174. Advanced French Composition3 hours

Weekly writing assignments in French to be revised on a regular basis form the central activity of the course. A study of style and grammatical forms used exclusively in the written language completes the course work. Prerequisites: 1174 and 2173, or placement by testing.

4171. French Literature of the Ancien Régime3 hours

Selected texts from French literature prior to 1789 to be studied as examples of prose, poetry, and drama in the language. Taught in French. Prerequisites: 1174 and 2173, or placement by testing.

4172. Modern French Literature3 hours

Selected texts from French literature from 1789 to the present day to be studied as examples of prose, poetry, and drama in the language. Taught in French. Prerequisites: 1174 and 2173, or placement by testing.

4173. The Third Republic and Its Institutions3 hours

A study of both political and cultural institutions in France from 1870 to 1940 with emphasis on the traditions established by the new republican government in the late 19th century. Taught in French. Prerequisites: 1174 and 2173, or placement by testing.

4174. The Fifth Republic and Its Institutions3 hours

A study of both political and cultural institutions in contemporary France since the establishment of the present governing form in 1958. Emphasis on current issues under debate in France. Taught in French. Prerequisites: 1174 and 2173, or placement by testing.

4175. Franco-American Relations in Trade and Culture3 hours

An orientation to French business and cultural communities and considerations of existing connections with their American counterparts. The course includes an introduction to commercial French. Taught in French. Prerequisites: 1174 and 2173, or placement by testing.

German

1175, 1176. Elementary German I, II4 plus 4 hours

A course in beginning college German designed to develop the ability to understand, speak, read, and write contemporary German. Prerequisite: None for 1175; 1175 required for 1176, or placement by testing.

2175. Intermediate German I3 hours

Practice in speaking and understanding German, accompanied by review of grammar. Reading and discussion of short literary texts. Prerequisite: 1176 or placement by testing.

2176. Intermediate German II3 hours

Continuation of Intermediate German I. Practice in spoken German with added emphasis on writing. Reading materials include both contemporary topics and selections from literature. Video-taped materials provide further acquaintance with German speakers and culture. Prerequisite: 2175 or placement by testing.

Japanese

1177, 1178. Elementary Japanese I, II4 plus 4 hours

A course in beginning college Japanese designed to develop the ability to understand, speak, read, and write contemporary Japanese. Prerequisite: None for 1177; 1177 for 1178, or placement by testing.

2177, 2178. Intermediate Japanese I, II3 plus 3 hours

These courses are a continuation of elementary Japanese, including vocabulary building, practice in writing Kana and Kan-Ji Chinese characters, and conversational exercises. Japanese manners are studied in class through use of the spoken language. Prerequisite: 1178 or permission of the instructor.

Spanish

1171, 1172. Elementary Spanish I, II4 plus 4 hours

An elementary course in understanding, reading, writing, and speaking contemporary Spanish, with emphasis on Latin American pronunciation and usage. Prerequisite: None for 1171; 1171 required for 1172 or placement by testing.

2171. Intermediate Spanish I3 hours

Studies of the idiomatic and situational usage of the Spanish language. Prerequisite: 1172 or placement by testing.

2172. Intermediate Spanish II3 hours

Further studies of the idiomatic and situational usage of the Spanish language. Prerequisite: 2171 or placement by testing.

**4177, 4178. Special Topics in Foreign Language, Literature,
and Culture I, II3 plus 3 hours**

A two-semester sequence of courses in which topical aspects of the literature and cultural phenomena associated with a given language are explored. Prerequisite: Permission of the instructor.

Music

The music curriculum includes courses in music history, music theory, and performance.

Minor

To complete a minor in music a student must satisfy the following course requirements:

- 2131 Music Theory I
- 2132 Music Theory II
- 2133 History of Music I
- 2134 History of Music II
- 3131 Music in the 20th Century: 1900-1950 **or**
- 3132 Music in the 20th Century: 1950 to the Present

A total of three semester hours of 1134 University Singers or 1136 Applied Instruction in Music also must be taken.

C131. Music and Culture3 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 will examine the styles, trends, and developments of Western and international music from early civilizations through the 20th century. Study and discussion will begin to develop an understanding of how music and the cultural arts reflect and affect societal trends and values.

1134. University Singers1 hour

Study and performance of sacred and secular choral music. The Oglethorpe University Chorale is auditioned from members of the University Singers. Prerequisite: Permission of the instructor.

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- 1135. Beginning Class Voice1 hour**
 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.
- 1136. Applied Instruction in Music1 hour**
 The study and practice of techniques and literature on an individual basis. Prerequisite: Permission of the instructor.
- 2131, 2132. Music Theory I, II3 plus 3 hours**
 A study of the materials and structure of music, including notation, scales, keys, rhythm, chord structure, basic harmonic progressions, elementary composition, sight-singing, and keyboard skills.
- 2133, 2134. History of Music I, II3 plus 3 hours**
 A study of music with analysis of representative works from major historical periods. The first course covers the beginning of music through the Classical Period; the second course focuses on Beethoven and the Romantic Period. Prerequisite: C131 or permission of the instructor.
- 3131. Music in the 20th Century: 1900-19503 hours**
 A study of music in the first half of the 20th century with analysis of representative works and emphasis on its relationship to contemporary life and thought. Prerequisite: C131 or permission of the instructor.
- 3132. Music in the 20th Century: 1950 to the Present3 hours**
 A study of music in the second half of the 20th century with analysis of representative works and with special emphasis on its relationship to contemporary life and thought. Prerequisite: C131 or permission of the instructor.
- 4131. Independent Study in Music 1-2 hours**
 This course is supervised research on a selected project or paper. It provides students an opportunity to study and analyze in depth a specific musical style, composer, work, etc. Prerequisite: Permission of the instructor.
- 4135. Internship - Music 1-6 hours**
 An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies or in other professional settings: for instance, in a recording studio, in a company developing software designed for musicians, or in merchandising. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Philosophy

The philosophy program at Oglethorpe is intended to train the student in the skills of reading and understanding abstract, and often difficult, arguments. Students learn to think critically, to develop their own views, and to express their thoughts in clear, articulate prose. Although such skills are important in most occupations, philosophy is an especially good background for graduate study in business or law.

Major

The philosophy major consists of 10 courses in addition to Philosophical Conceptions of Reality and Human Life (C161) and Intermediate Writing: Persuasion (2190). These courses must include Ethics, Formal Logic, Ancient Philosophy (for which, if necessary, either Plato or Aristotle may be substituted), and any two courses from Medieval Philosophy, Early Modern Philosophy, and 19th-Century Philosophy; plus five additional courses in philosophy.

Minor

The philosophy minor consists of six philosophy courses beyond Philosophical Conceptions of Reality and Human Life. These courses must include either Ethics or Formal Logic; any two courses from Ancient Philosophy, Medieval Philosophy, Early Modern Philosophy, or 19th-Century Philosophy; plus three other philosophy courses.

C161. Philosophical Conceptions of Reality and Human Life3 hours

This course will study the writings of four major thinkers, each of whom has attempted to work out a unified vision of reality and the place of human beings in it. The philosophers to be studied will be chosen from different periods in history and from different intellectual and cultural traditions; they may include such figures as Socrates, St. Augustine, Confucius, and Nietzsche. Studying the philosophies of these different thinkers will encourage students to reflect upon how they themselves view the world and their place in it, and upon how their own ways of thinking have evolved from earlier systems of thought.

2160. Ancient Philosophy3 hours

A survey of the development of philosophical thought in the West prior to the rise of Christianity, from the beginning of non-mythological speculation around 500 B.C., through the philosophies of Socrates, Plato, and Aristotle and the later Hellenistic period, to the Neoplatonism of Plotinus around 250 A.D. Prerequisite: C161.

2161. Medieval Philosophy3 hours

A survey of Christian philosophical thought in the West, from the development of Christian doctrine in the early centuries A.D. (including the contribution of Greek philosophy to early Christian thought), through the rise of Scholasticism and its culmination in St. Thomas, to the late medieval Christian thought of Scotus and Occam. Prerequisite: C161.

2162. Early Modern Philosophy3 hours

A survey of philosophy in the West from the Renaissance to 1800, including Renaissance Humanism and the Reformation, the rise of science and its impact on subsequent thought, the "rationalist" systems of Descartes, Spinoza, and Leibniz,

the "empiricist" systems of Locke, Berkeley, and Hume, and the critical philosophy of Kant. Prerequisite: C161.

2163. 19th-Century Philosophy3 hours

A survey of Western philosophy in the 19th century, from the post-Kantian movement of German Idealism (Hegel), through Continental and British political and moral philosophy, the scientific philosophies of Positivism and Social Darwinism, the religious/anti-religious philosophies of Kierkegaard and Nietzsche, and American Pragmatism. Prerequisite: C161.

2164. Formal Logic3 hours

Provides the student with the basic methods of differentiating between valid and invalid argument forms. Both the traditional techniques and the newer symbolic methods are introduced. Prerequisite: C161.

2165. Ethics.3 hours

A comparative study of the value systems of the past — those of Plato, Aristotle, Kant, Mill, and James among others — that may enable the student to arrive at a sense of obligation or responsibility. The implications of given systems for the problems of vocation, marriage, economics, politics, war, and race also will be discussed. Prerequisite: C161.

2166. Plato3 hours

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*. Prerequisite: C161.

2167. Aristotle3 hours

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*. Prerequisite: C161.

2225. Political Philosophy I: Ancient and Medieval3 hours

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. A selection of the works of Plato, Aristotle, Aquinas, and others are examined. Prerequisites: C271 and C272.

2226. Political Philosophy II: Modern3 hours

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, Marx, and Nietzsche. Prerequisite: 2225 or permission of the instructor.

3160. 20th-Century Analytic Philosophy3 hours

A study of the analytic or linguistic movement in 20th-century philosophy as developed primarily in England and America. Includes the philosophy of Bertrand Russell, logical positivism, Ludwig Wittgenstein, and the "ordinary language" philosophy of Austin and Ryle. Prerequisite: C161.

3161. 20th-Century European Philosophy3 hours

A study of European philosophy in the 20th century, including an interpretive and critical analysis of the philosophy of "Existenz." Beginning with Kierkegaard and Nietzsche, traces the movements of existentialism and phenomenology through its major representatives such as Heidegger, Sartre, and Camus. Prerequisite: C161.

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- 3162. Philosophy of Religion3 hours**
 An inquiry into the general subject of religion from the philosophical point of view. The course will seek to analyze concepts such as God, holiness, salvation, worship, creation, sacrifice, eternal life, etc., and to determine the nature of religious utterances in comparison with those of everyday life: scientific discovery, morality, and the imaginative expression of the arts. Prerequisite: C161.
- 3163. Metaphysics (Theory of Reality)3 hours**
 An intensive study of selected issues which are basic to our thought about ourselves and the world. Included will be such topics as personal identity, fate, the nature of space and time, and God as the cause of the universe. Prerequisite: C161.
- 3165. Kant's *Critique of Pure Reason*3 hours**
 A study of Kant's theoretical philosophy, his "metaphysics of experience," through a reading and analysis of his major work. An attempt will be made to discover which portions of Kant's philosophy can be accepted as valid and true in the light of present-day philosophy and science. Prerequisite: C161.
- 3167. Indian Philosophy3 hours**
 A survey of philosophical issues in the Veda and the Upanishads and in selected later works. Will include such modern thinkers as Gandhi, Radhakrishnan, and Tagore. Prerequisite: C161.
- 3168. Chinese Philosophy3 hours**
 A survey of the religious and philosophical thought of China, including both the early era (Laotzu, Confucius, and Chuangtsu) and modern Chinese philosophy. Prerequisite: C161.
- 3169. Japanese Philosophy3 hours**
 A survey of the development of Japanese philosophy from the 5th century A.D. to the present, including the Western influence on Japanese thought since 1877. Prerequisite: C161.
- 4161. Epistemology (Theory of Knowledge).3 hours**
 A study of various issues concerned with the nature and validity of human knowledge. The topics studied will include the distinction between knowledge and belief, arguments for and against scepticism, perception and our knowledge of the physical world, and the nature of truth. Prerequisite: C161.
- 4162. Special Topics in Philosophy: Philosophers3 hours**
 Intensive study of the thought of a single important philosopher or group of philosophers. Prerequisite: C161.
- 4163. Special Topics in Philosophy: Philosophical Issues and Problems3 hours**
 Studies of selected philosophical questions usually of special relevance to the present day. Has included courses such as Philosophy of History, War and Its Justification, and Philosophical Issues in Women's Rights. Prerequisite: C161.
- 4165. Internship - Philosophy 1-6 hours**
 An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies, or in other professional settings.

Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

4166. Independent Study in Philosophy **1-3 hours**
Supervised research on a selected topic. Prerequisite: Permission of the instructor.

Writing

Minor

The writing minor consists of five different courses beyond Analytical Writing (or equivalent), chosen from the following:

- 2190 Intermediate Writing: Persuasion
- 2191 Intermediate Writing: Investigation
- 3151 Journalism Workshop
- 3191 Advanced Writing for Business and the Professions
- 3192 Creative Writing
- 3193 Biography and Autobiography
- 4190 Independent Study in Writing
- 4198 Special Topics in Writing
- 4199 Seminar for Student Tutors of Writing (must be taken three times to constitute one writing minor course)

P190. Basic Composition **3 hours**

This course emphasizes the fundamentals of grammar and composition. Students assigned to this course take it as a prerequisite to C191.

C191. Analytical Writing **3 hours**

This course will teach students how to raise intelligent questions about themselves and the world around them. Writing will be presented as a tool for inquiry, emphasizing the development of analytical skills—especially the skills of uncovering assumptions, making tenable assertions in the form of personal experience, textual material, or other appropriate modes of evidence.

1198, 1199. English as a Second Language I, II **3 plus 3 hours**

A course for international students. The “ESL” sequence is designed to prepare students for subsequent courses in English composition as well as for written assignments in college courses.

2190. Intermediate Writing: Persuasion **3 hours**

Expository writing for students who want to develop their skills beyond the level achieved in Analytical Writing; recommended background for upper-level writing courses. Emphasis will be on presenting clear, coherent, and logical arguments. Reading and writing will be drawn from a range of disciplines, and students will be asked to analyze and revise their own writing. Prerequisite: C191 or equivalent.

2191. Intermediate Writing: Investigation **3 hours**

Expository writing for students who want to develop their skills beyond the level achieved in Analytical Writing; recommended background for upper-level writing courses. Emphasis will be on learning a wide range of research techniques and purposefully presenting information to a variety of audiences in appropriate format and style. Students will be asked to define their own investigative projects, and to analyze and revise their own writing. Prerequisite: C191 or equivalent.

3191. Advanced Writing for Business and the Professions3 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 expository prose. Oral presentations and practice in listening with accuracy constitute another element of the course. Weekly writing assignments. Prerequisites: C191 and one year-long literature sequence.

3192. Creative Writing3 hours

Introduction to the theory and practice of writing poetry and prose fiction. The student will be asked to submit written work each week. Prerequisites: C191, sophomore standing, and permission of the instructor.

3193. Biography and Autobiography3 hours

An introduction to theories of biographical and autobiographical writing; practice in such forms of writing as the personal narrative, the profile, and the interview. The class will follow a workshop format; a portfolio of revised work will be presented for evaluation at the end of the session. Prerequisite: 2190 or 2191, or permission of the instructor.

4190. Independent Study in Writing3 hours

Supervised independent writing project. Prerequisites: Permission of the instructor and the student must be pursuing a minor in writing.

4198. Special Topics in Writing3 hours

Study of a selected topic in the field of writing, such as Scientific and Technical Writing, Oral History, Writing for Educators, or The Art of the Essay. The topic will vary from year to year. Prerequisite: 2190 or 2191, or permission of the instructor.

4199. Seminar for Student Tutors of Writing1 hour

Background and training for students working as "Peer Tutors" in Oglethorpe's Writing Center. One hour per week is devoted to discussion of the writing process and the process of responding to student writing. Students spend two to three hours per week in the Writing Center under supervision of the Director of Writing, and are periodically evaluated through observation. Grade of Satisfactory/Unsatisfactory. Prerequisites: One writing course beyond Analytical Writing and permission of the Director of Writing.

Division II

History, Politics
and International Studies



American Studies

For a complete description of the interdisciplinary major in American Studies, please see the Interdisciplinary Majors section of this *Bulletin*.

History

The study of history introduces students to important events of the past and the people who played significant roles in them. Embracing the principal fields of liberal education, the study of history enlarges one's understanding of political organizations, economic arrangements, social institutions, religious experiences and various forms of intellectual expression.

The history faculty at Oglethorpe University seeks to make its students aware of the constantly changing interpretations of the past and acquaint them with the increasing uses of the discipline in such fields as law, journalism, public relations, art, theology, diplomacy, and public service. Particular stress is placed on a mastery of the techniques of research which enhance one's usefulness in many fields of professional life. Archival careers and postgraduate studies in history are options with which Oglethorpe students become familiar.

Major

Students majoring in history are required to take a minimum of eight of the courses listed below, exclusive of courses used to meet core requirements. These eight must include at least one European history, one American history, and one Asian history course. Each student also is required to take Intermediate Writing: Investigation and five additional courses in related fields, as approved by the student's adviser. (Two foreign language courses beyond the first year may be included among these five.)

Minor

To complete a minor five courses beyond the core requirement must be taken.

C211. The West and the Medieval World3 hours

This course will survey the origins and development of Christian Europe and its contacts and confrontations with states and societies outside the Western tradition. Topics include the consolidation of Christianity, the expansion of Islam in adjacent areas, and the emergence of medieval kingdoms, empires, and trading activity. In using primary documents for this study, students will encounter at first hand historians' sources and methods for assessing major figures, events, and processes of change during a period critical to the development of the West.

C212. The West and the Modern World3 hours

This course surveys the changing nature and growth of Western political and economic power, beginning with the French Revolution and the Industrial Revolution. It also looks at challenges to Western power during the past century and the nature of political, economic, and cultural interaction between Europe and other parts of the world. Prerequisite: C211.

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- 1210. The Western Impulse: Pre-history to the Enlightenment3 hours**
 This course traces the political, economic, and cultural developments of Western civilization from their beginnings to the early 18th century. Emphasis is placed on Judeo-Christian traditions, Graeco-Roman culture, medieval societies, the Renaissance and Reformation, and early modern Europe. Texts and source materials are used to illustrate great personalities and their ideas.
- 2210, 2211. Survey of Modern East Asian History I, II3 plus 3 hours**
 This sequence will examine the modern political history of Japan and China from 1840 to 1950 and will include consideration of the domestic policies of the imperial and post-imperial governments as well as the foreign policies and international strategies of the two states. Prerequisite: C212.
- 2214. Special Topics in British History3 hours**
 An intensive investigation of a selected period or question in the history of Great Britain or the British Empire. Prerequisite: C212.
- 2216. American History to 18653 hours**
 A survey from Colonial times to 1865, concerned mainly with the major domestic developments of a growing nation.
- 2217. American History Since 18653 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.
- 2218. Modern Southeast Asian History3 hours**
 This course will survey the colonial and post-colonial experiences of Southeast Asian states during the 20th century, focusing on political modernization and economic development policies in Thailand, Malaysia, Indonesia, Singapore, the Philippines, and the Indochinese states of Vietnam, Laos and Cambodia. Contemporary regional security and economic issues also will be considered. Prerequisites: C212 and 2221, 2224, 3221, or permission of the instructor.
- 3211. The Renaissance and Reformation3 hours**
 A study of the significant changes in European art, thought, and institutions during the period from 1300 to 1650. Prerequisite: C212.
- 3212. Europe 1650-1815.3 hours**
 A course examining European society between the Reformation and the Napoleonic era. It will include the rise of the modern state, the economic revolution, constitutional monarchy, the Enlightenment, the Era of Revolution, and the Age of Napoleon. Prerequisite: C212.
- 3213. Europe in the 19th Century3 hours**
 This course examines the domestic and foreign policies of the European Great Powers, new developments in politics and society, and the effects of the Industrial Revolution between the Congress of Vienna and World War I. Prerequisite: C212.
- 3214. Europe Since 19183 hours**
 An examination of European history since World War I, giving particular attention to the rise of the Communist, Fascist, and National Socialist movements in Russia, Italy, and Germany. It also will treat World War II and its aftermath. Prerequisite: C212.

3216. The People's Republic of China3 hours

This course will examine the chief domestic developments in China under Communist rule, from the establishment of the People's Republic government in 1949 to that government's post-Tiananmen Square political crisis. China's foreign policy record, including its relations with the United States and the Soviet Union, also will be explored. Prerequisites: C212 and 2221, 2224, 3221, or permission of the instructor.

3217. The Age of Affluence: The United States Since 19453 hours

An interdisciplinary study of American life since World War II that emphasizes political, economic, and social developments. Foreign policy is considered principally with respect to its impact on domestic affairs. Prerequisite: C212.

3218. Georgia History3 hours

This course is a chronological examination of the history of Georgia from the Colonial period to the 20th century. Emphasis is given to Old and New South themes, higher education development with attention to the history of Oglethorpe, the transition from rural to urban life, and Georgia's role in contemporary American life. Prerequisites: 2216, 2217, or permission of the instructor.

3219. The Wars in Vietnam3 hours

This course will examine the development of Vietnamese nationalism from the French colonial period to the present. The focus will be on the development of the Communist-led nationalism movement from a local struggle against colonial rule to a major catalyst for confrontation among the Great Powers. The reunification of Vietnam in 1975 and its subsequent domestic and foreign policies also will be discussed. Prerequisites: C212 and 2221, 2224, 3221, or permission of the instructor.

3523. United States Economic History3 hours

A study of the origin and growth of the American economic system. The course provides a historical basis for understanding present problems and trends in the economy. Prerequisite: 1521.

4211. Modern German History3 hours

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. Prerequisites: C212 and one additional course in European history, or permission of the instructor.

4212. Russian History3 hours

A survey of Russian history from the establishment of the Kievan state to the present. Special emphasis is placed upon the Soviet period, including such topics as the revolutions of 1917, the role of Lenin in the establishment of the Soviet state, the Stalin period, World War II, and developments up to the Gorbachev era. Prerequisite: C212.

4213. United States Diplomatic History.3 hours

A study of major developments in American diplomacy from the end of the Revolution until 1945. Prerequisite: C212; recommended prerequisites: 2216 and 2217.

4214. The American Civil War and Reconstruction3 hours

A course for advanced history students emphasizing the causes of conflict, the wartime period, and major changes that occurred. Prerequisites: 2216 and 2217.

4216. Special Topics in History 3 hours

Courses offered by division faculty members to respond to topical needs of the curriculum. Prerequisite: Permission of the instructor.

4218. Independent Study in History 1-3 hours

Supervised preparation of a paper or research report for a senior project. Prerequisite: Permission of the instructor.

4219. Internship - History 1-6 hours

An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies, or in other professional settings. Recent examples have been internships with the Atlanta Historical Society and the Georgia State Archives. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

International Studies

For a complete description of the interdisciplinary major in International Studies, please see the Interdisciplinary Majors section of this *Bulletin*.

Politics

The study of politics at Oglethorpe University focuses on the interpretation of events, both past and current, from a perspective informed by the study of political thought and institutions. In addition, students in this discipline develop their capacity to compare analogous cases and to generalize. The ability to read difficult texts carefully and thoughtfully is especially important in political theory courses. Students of politics develop some tolerance for ambiguity and disagreement, while at the same time learning to appreciate the difference between informed and uninformed opinion. The study of politics provides good training for life in a world that is, for better or worse, shaped profoundly by political institutions. It is especially appropriate for those interested in careers in law, business, teaching, journalism, and government.

To engage in career exploration and to learn more about practical politics, majors are encouraged to seek internships. The University is able to arrange numerous exciting opportunities, including those available through its affiliations with The Washington Center for Internships and the Washington Semester Program of American University. While students may earn up to 15 semester hours of internship credit, only 6 may count toward the fulfillment of major requirements and 3 toward the fulfillment of minor requirements.

Students majoring in politics also are encouraged to consider the possibility of studying abroad. Oglethorpe maintains affiliations with the American Institute for Foreign Study, Seigakuin University in Tokyo, and the Universidad de Belgrano in Buenos Aires, Argentina to facilitate such study.

Major

The requirements for a major in politics are satisfactory completion of at least 10 politics courses as well as four elective (non-core) courses in related subjects, no more than two of which may be in the same subject. These “related subjects” include all history courses, as well as courses in philosophy, sociology, economics, quantitative methods, writing, or a foreign language, subject to the discretion of the student’s adviser.

All majors must take Introduction to Politics; courses in all four basic subfields of the discipline (American government, comparative politics, international relations, and political philosophy) also must be taken.

Minor

To receive a minor, students must take at least five politics courses. These courses must fall in at least three of the four basic subfields of the discipline (American government, comparative politics, international relations, and political philosophy).

C271, C272. Human Nature and the Social Order I, II3 plus 3 hours

The courses in this year-long study are devoted to the careful study of classic texts that lie at the common roots of all the contemporary social sciences. The aim is to show how contemporary social science is a form of “moral inquiry” that responds to questions intelligent human beings have always asked. To this end, the focus will be on various compelling and distinctive treatments of the enduring questions about justice and the good life. The question will be posed whether there is a single or plural human good and whether this good (or these goods) can or must be pursued within the confines of a social or political order. Works will be studied by such thinkers as Aristotle, John Locke, Adam Smith, Alexis de Tocqueville, and Max Weber.

1222. Introduction to Politics3 hours

An introduction to the fundamental questions of politics through an examination of the American founding and political institutions.

2221. United States Foreign Policy3 hours

A history of American foreign policy since 1945. Emphasis in this course is on the description, explanation, and evaluation of events and policies, not the study of policy-making as such.

2222. Special Topics in Politics3 hours

Courses offered by division faculty members to respond to topical needs of the curriculum.

2223. Constitutional Law3 hours

A systematic analysis of the place of constitutionalism in American government and politics. The Constitution as well as the Supreme Court’s attempts to interpret and expound it are examined. Prerequisite: 1222.

2224. International Relations3 hours

An introduction to the great debates about how to explain, conduct, and evaluate foreign policy. Particular emphasis is placed on the role of nuclear weapons in the contemporary world and the question of why wars do and do not occur. Recommended prerequisite: C212.

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- 2225. Political Philosophy I: Ancient and Medieval3 hours**
 An examination of the origins of philosophical reflection on the fundamental issues of politics, designed to lead to critical consideration of present day political views of our time. Among the topics discussed are the relationship between knowledge and political power and the character of political justice. Works by Plato, Aristotle, Saint Thomas Aquinas, and others are examined. Prerequisites: C271 and C272.
- 2226. Political Philosophy II: Modern3 hours**
 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, Marx, and Nietzsche. Prerequisite: 2225 or permission of the instructor.
- 3221. Comparative Government3 hours**
 An introduction to the study of the politics of countries other than the United States. The politics of Great Britain, France, Germany, Japan, the former Soviet Union, China, and selected third world governments are examined. Prerequisites: C212 and 1222.
- 3222. American Political Parties3 hours**
 An in-depth study of the development of party organizations in the United States and an analysis of their bases of power. Prerequisite: 1222.
- 3223. Congress and the Presidency3 hours**
 An examination of the original arguments for the current American governmental structure and the problems now faced by these institutions. Prerequisite: 1222.
- 3225. State and Local Government3 hours**
 A survey of the origin, development, and characteristic problems of state and local government in the United States. Prerequisite: 1222.
- 4224. Internship - Politics 1-6 hours**
 An internship is designed to provide students a formalized, experiential learning opportunity. Students are employed or volunteer in standard work situations with cooperating political organizations, governmental departments and research institutions, or in other professional settings. In recent years, students have interned with the offices of Senators Sam Nunn and Wyche Fowler, in the Georgia State Legislature, at The Carter Center, with the League of Women Voters, and in various departments of the Georgia state government. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.
- 4225. Independent Study in Politics 1-3 hours**
 Supervised research on a selected topic. Prerequisite: Permission of the instructor.
- 4227. Studies in Political Philosophy3 hours**
 An intensive examination of a text or theme introduced in the Political Philosophy sequence. Among the topics have been Rousseau's *Emile*, Kantian political philosophy, and Machiavelli's *Discourses*. Prerequisite: Permission of the instructor.
- 4228. Advanced Topics in International Relations3 hours**
 An in-depth treatment of one or more of the issues introduced in International Relations. Topics vary from year to year. Prerequisite: 2221 or 2224.

Division III

Science and Mathematics



The natural sciences and mathematics are integral parts of our complex and changing society. In keeping with the University's purpose of preparing humane generalists, the Division of Science and Mathematics introduces students both to the methods of inquiry of mathematics and science and also to the results of the efforts of scientists to understand physical and biological phenomena. Further, for students who major in one of the natural sciences or mathematics, the division's goals are to provide a thorough background in the major field and to assist students in clarifying and achieving their career goals.

To ensure orderly completion of a major in one of the fields of the natural sciences or mathematics, the student should consult with the appropriate faculty members in the division at the time of the first registration. Careful planning of the program of study is important, so that the student is aware of departmental and divisional requirements and allowable options within the major. Each student must complete the core requirements as well as those departmental and divisional requirements that apply to the specific degree.

Three semesters of the course Science Seminar are required for all science majors. A grade-point average of 2.0 or higher in all courses listed as required for the major must be achieved in order to graduate in one of the fields within the division.

Biology

The curriculum in biology provides a foundation in both classical and contemporary biological concepts and prepares the student for continuing intellectual growth and professional development in the life sciences. These goals are achieved through completion of a set of courses that provide a comprehensive background in basic scientific concepts through lectures, discussions, writing and laboratory work. The program supplies the appropriate background for employment in research institutions, industry, and government; the curriculum also prepares students for graduate school and for professional schools of medicine, dentistry, veterinary medicine, and the like. Students planning to attend graduate or professional schools should recognize that admission to such schools is often highly competitive. Completion of a biology major does not ensure admission to these schools.

Major

The requirements for a major in biology are as follows: in sequence, General Biology I and II, Genetics, Microbiology, Comparative Vertebrate Anatomy, Human Physiology plus three additional directed biology courses; General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis; General Physics I and II; Calculus I and Probability and Statistics; three semester hours of Science Seminar. (Three of the above listed courses, General Biology I, General Chemistry I, and a mathematics course, fulfill core requirements. They are thus not part of the major *per se*.)

Minor

The requirements for a minor in biology are General Biology I and II, Genetics, and Microbiology; students minoring in biology are **not** exempt from the prerequisites for the biology courses and thus also will complete General Chemistry I and II (with laboratories) and Organic Chemistry I and II (with laboratories).

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- 1311, 1312. General Biology I, II4 plus 4 hours**
 An introduction to modern biology, these courses include the basic principles of plant and animal biology, with emphasis on structure, function, evolutionary relationships, ecology, and behavior. Lectures and laboratory. Prerequisite: 1311 must precede 1312, and it is recommended that the courses be completed in consecutive semesters.
- 2311. Genetics4 hours**
 An introduction to the study of inheritance. The classical patterns of Mendelian inheritance are related to modern molecular genetics and to the control of metabolism and development. Prerequisites: 1312, 1322, 2324, or concurrent enrollment.
- 2312. Microbiology4 hours**
 An introduction to the biology of viruses, bacteria, algae, and fungi. Consideration is given to phylogentic relationships, taxonomy, physiology, and economic or pathogenic significance of each group. Lecture and laboratory. Prerequisites: 2311 and 2325 or concurrent enrollment.
- 2351. Science Seminar1 hour**
 This course is designed to give practice in the preparation, delivery, and discussion of scientific papers. The three semesters required (for which one hour of credit is given per semester) may be scheduled at any time after the student has completed the freshman-level requirements in the science major. Meetings of the science seminar are normally held twice each month during the regular academic year. Each science major is expected to prepare, deliver, and defend a paper for at least one seminar meeting during the three-semester period of enrollment; other seminar papers will be presented by invited speakers, including members of the science faculty. Graded on a satisfactory/unsatisfactory basis the first two semesters; the third semester is letter-graded.
- 3311. Comparative Vertebrate Anatomy4 hours**
 An intensive study of the structural aspects of selected vertebrate types. These organisms are studied in relation to their evolution and development. The laboratory involves detailed examination of representative vertebrate specimens. Prerequisites: 2312 and 2325.
- 3312. Human Physiology4 hours**
 A detailed analysis of human functions that deals primarily with the interactions involved in the operation of complex human systems. Lecture and laboratory. Prerequisites: 1341, 2325, and 3311.
- 3313. Embryology4 hours**
 A course dealing with the developmental biology of animals. Classical observations are considered along with more recent experimental embryology in the framework of an analysis of development. In the laboratory, living and prepared examples of developing systems in representative invertebrates and vertebrates are considered. Prerequisites: 2312 and 2325.
- 3316. Cell Biology4 hours**
 An in-depth consideration of cell ultrastructure and the molecular mechanisms of cell physiology. Techniques involving the culturing and preparation of cells and tissues for experimental examination are carried out in the laboratory. Prerequisites: 2312 and 2325.

3317. Vascular Plants4 hours

The biology of vascular plants is considered at levels of organization ranging from the molecular through the ecological. Studies of anatomy and morphology are pursued in the laboratory, and an independent project concerning plant hormones is required. Offered spring semester of even-numbered years. Prerequisites: 2312 and 2325.

3319. Special Topics in Biology 1-4 hours

Advanced course and laboratory work, including independent studies, in various areas of biology. Approval by the student's faculty adviser and the chair of the division is required for off-campus activities. Prerequisite: Permission of the instructor.

4312. Ecology 4 hours

A course dealing with the relationships between individual organisms and their environments. The emphasis is on the development of populations and interactions between populations and their physical surroundings. Lecture and laboratory. Offered spring semester of odd-numbered years. Prerequisites: 2312 and 2325.

4314. Evolution 4 hours

A course dealing with the various biological disciplines and their meaning in an evolutionary context. Also, a consideration of evolutionary mechanisms and the various theories concerning them. Prerequisites: 2311, 2312, and 2325.

4315. Biochemistry 4 hours

An introduction to the chemistry of living systems, this course will investigate the synthesis, degradation, and functions of various molecules within living organisms. Central metabolic pathways and enzyme reaction mechanisms also will be studied. Lecture and laboratory. Prerequisites: 1312 and 2325; recommended prerequisite: 2321.

Chemistry

The chemistry program covers four general areas of chemistry: inorganic, organic, physical, and analytical. The first half of a student's chemistry curriculum involves courses which present the fundamentals of the various areas. The second half of the curriculum consists of advanced courses which cover specialized topics in chemistry. In addition to factual knowledge about chemistry, the student gains an understanding about the scientific method and a systematic approach to research. A large portion of the chemistry curriculum includes laboratory courses. These courses teach the techniques and skills used in chemical experimentation.

A student who has completed the Bachelor of Science program in chemistry has several career options. These options include technical or analytical work in a chemical laboratory and non-research positions in the chemical industry such as sales or marketing. Another option is to enter a graduate or professional school. Graduates interested in doing chemical research should pursue the M.S. or Ph.D. degrees. Those interested in professions such as medicine or dentistry, would enter the appropriate professional school after receiving the Bachelor of Science degree. Lastly, the chemistry major is an excellent preparation for careers as diversified as patent law and teaching.

Major

The requirements for a major in chemistry are as follows: General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis, Instrumental Methods of Chemical Analysis, Physical Chemistry I and II (with laboratory), Inorganic Chemistry (with laboratory), Advanced Organic Chemistry and Organic Spectroscopy, and three semester hours of Science Seminar. (General Chemistry I fulfills the core requirement in physical science and is therefore not a requirement of the major *per se*.)

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, and one additional three- or four-semester hour chemistry course.

1321, 1322. General Chemistry I, II3 plus 3 hours

An introduction to the fundamental principles of chemistry, including a study of the theories of the structure of atoms and molecules and the nature of the chemical bond; the properties of gases, liquids, and solids; the rates and energetics of chemical reactions; the properties of solutions; chemical equilibria; electrochemistry, and the chemical behavior of representative elements. Prerequisites or corequisites: 1331; 1332; 1321 must precede 1322; L321; and L322.

L321, L322. General Chemistry Laboratory I, II 1 plus 1 hour

The laboratory course is designed to complement 1321 and 1322. Various laboratory techniques will be introduced. Experiments will demonstrate concepts covered in the lecture material. Corequisites: 1321 and 1322.

2321. Elementary Quantitative Analysis5 hours

An introduction to elementary analytical chemistry, including gravimetric and volumetric methods. Emphasis in lectures is on the theory of analytical separations; solubility; and complex, acid-base, and redox equilibria. The course includes two three-hour laboratory periods per week, during which analyses are carried out illustrating the methods discussed in lecture. Intended for both chemistry majors and those enrolled in pre-professional programs in other physical sciences and in the health sciences. Prerequisite: 2325.

2322. Instrumental Methods of Chemical Analysis3 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; and gas- and liquid-chromatography. Offered spring semester of odd-numbered years. Prerequisite: 2321.

2324, 2325. Organic Chemistry I, II3 plus 3 hours

An introductory course in the principles and theories of organic chemistry. The structure, preparation, and reactions of various functional groups will be investigated. Emphasis will be on synthesis and reaction mechanisms. Prerequisites: 1322, 2324 must precede 2325; corequisites: L324 and L325.

L324, L325. Organic Chemistry Laboratory I, II 1 plus 1 hour

The laboratory course is designed to complement 2324 and 2325. Various techniques, such as distillation, extraction, and purification, are studied in the first semester. The second semester involves synthesis and identification of a variety of organic compounds. Corequisites: 2324 and 2325.

2351. Science Seminar1 hour

This course is designed to give practice in the preparation, delivery, and discussion of scientific papers. The three semesters required (for which one hour of credit is given per semester) may be scheduled at any time after the student has completed the freshman-level requirements in the science major. Meetings of the science seminar are normally held twice each month during the regular academic year. Each science major is expected to prepare, deliver, and defend a paper for at least one seminar meeting during the three-semester period of enrollment; other seminar papers will be presented by invited speakers, including members of the science faculty. Graded on a satisfactory/unsatisfactory basis the first two semesters; the third semester is letter-graded.

3322, 3323. Physical Chemistry I, II3 plus 3 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; and 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: 1336; 3322 must precede 3323; 2325; and 2342.

3325. Physical Chemistry Laboratory2 hours

Intended to complement the physical chemistry lecture course, this course provides the student with an introduction to physico-chemical experimentation. Corequisite: 3323.

4321. Inorganic Chemistry3 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; and acids and bases. Offered spring semester of even-numbered years. Prerequisite or corequisite: 3323.

4322. Advanced Organic Chemistry4 hours

A discussion of selected reactions and theories in organic chemistry. Emphasis is placed on reaction mechanisms and reactive intermediates encountered in organic synthesis. The course includes one three-hour laboratory period per week for independent organic synthesis and mechanistic studies. Offered fall semester of even-numbered years. Prerequisite: 2325.

4323. Inorganic Chemistry Laboratory2 hours

Intended to complement the inorganic chemistry course, this course provides experience in the methods of preparation and characterization of inorganic compounds. Corequisite: 4321.

4324. 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. This course includes one three-hour laboratory period per week using various spectrometers for qualitative and quantitative analysis. Offered fall semester of odd-numbered years. Prerequisite: 2325.

4325. Advanced Topics in Chemistry 1-4 hours

Advanced topics will be offered in the following fields: Organic Chemistry, Organic Qualitative Analysis, Biochemistry, Theoretical Chemistry, and Advanced Inorganic Chemistry. Prerequisite: Permission of the instructor.

4327. Independent Study in Chemistry 1-3 hours

This course is intended for students of senior standing who wish to do independent laboratory and/or theoretical investigations in chemistry. Prerequisite: Permission of the instructor.

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. Such courses fulfill the core requirements that also can be met by the physical science and biological science courses. For Physical Science, satisfactory completion of the core mathematics requirement or approval of the instructor is required as a prerequisite.

C351. Natural Science: The Physical Sciences 3 hours

This topically-oriented course will examine the many facets of scientific investigation. These include the underlying assumptions, the limitations, the provisional nature, and the 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, Descriptive Astronomy, History of Science, Meteorology, Modern Scientific Perspectives of the Universe, and Oceanography.

C352. Natural Science: The Biological Sciences 3 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.

4356. Internship - Science 1-6 hours

Internships in the natural sciences and mathematics provide students the opportunity to acquire valuable experiences in areas that are of special interest to them. Under the guidance of a faculty supervisor and an on-site director, structured

activities are planned to ensure that learning objectives are achieved. The Centers for Disease Control, the Georgia Retardation Center and numerous medical, industrial, and research facilities have welcomed Oglethorpe students as interns. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Mathematics

Mathematics is both an art and a science. Students taking mathematics courses at Oglethorpe will encounter both the art of creative thought and the science of logical thought. Problem-solving capabilities are developed in mathematics courses. Since such skills are essential in all fields of endeavor, mathematics makes an important contribution to a liberal arts education.

In particular, mathematics provides fundamental tools for analysis of problems in the physical, biological, and social sciences, as well as in such areas as economics and business. Also, opportunities are provided to pursue the more theoretical aspects of mathematics, which are integral to its further development.

A major in mathematics provides a core of mathematics essential for graduate study or immediate employment. Students with mathematical training at the undergraduate level are sought by employers in business, government, and industry. Career opportunities for mathematics majors exist in areas such as computer programming, operations research, statistics, and applied mathematics.

Major

The object of the course of studies leading to a major in mathematics is to provide the student with a comprehensive background in classical analysis and a broad introduction to the topics of modern and contemporary mathematics. The following mathematics courses are required: Calculus I, II, III, and IV, plus Differential Equations, Discrete Mathematics, Linear Algebra, Abstract Algebra, Complex Analysis, and Special Topics in Mathematics. Students also are required to take three semester hours of Science Seminar. In addition, students are required to take one of the following four courses: College Physics I, College Physics II, Principles of Computer Programming, or Probability and Statistics.

Minor

The required course work for a minor in mathematics consists of Calculus I, II, III, and IV plus two of the following: Differential Equations, Discrete Mathematics, Linear Algebra, Abstract Algebra, or Complex Analysis.

P331. Intermediate Algebra3 hours

An introductory course covering intermediate algebra preparatory to a college algebra course, it will (1) offer students review and reinforcement of previous mathematics learning, and (2) provide mature students with a quick but thorough training in basic algebra skills. Does not satisfy the core requirements in mathematics.

1331. College Algebra3 hours

A course designed to equip students with the algebra skills needed for calculus. Topics include graphing, functions, exponential and logarithmic functions, systems of equations and inequalities, zeros of polynomials, and sequences. Prerequisite: P331 or by examination. Does not satisfy the core requirement in mathematics.

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- 1332. College Trigonometry3 hours**
 A trigonometry course designed to prepare students for calculus. Topics include trigonometric functions, graphing, identities, solving triangles, inverse trigonometric functions, polar coordinates, complex numbers, and analytic geometry. Prerequisite: 1331 or by examination. Does not satisfy the core requirement in mathematics.
- 1333. Applied Calculus3 hours**
 The goal of this course is to present calculus in an intuitive yet intellectually satisfying way and to illustrate the many applications of calculus with particular emphasis on the applications to the management sciences, business, economics, and the social sciences. This is the recommended calculus course for students in business, economics, and other social sciences. Prerequisite: 1331 or by examination.
- 1335, 1336. Calculus I, II3 plus 3 hours**
 This is the first year of a two-year sequence. The courses will provide an introduction to the fundamental concepts of calculus, including limits, continuity, the derivative, applications of the derivative, the Riemann integral, techniques of integration, and applications of the integral. Prerequisites: 1332 or by examination; 1335 must precede 1336.
- 2331, 2332. Calculus III, IV3 plus 3 hours**
 The first semester treats mainly plane and solid analytic geometry, infinite series, vectors and parametric equations from the viewpoint of calculus. The second semester deals with partial differentiation, multiple integration, and vector analysis. Prerequisites: 1336; 2331 must precede 2332.
- 2333. Differential Equations3 hours**
 The course treats elementary methods of solution of ordinary linear homogeneous and inhomogeneous differential equations with a variety of applications. Prerequisite: 1336.
- 2334. College Geometry3 hours**
 A study of the development of Euclidean geometry from different postulate systems.
- 2335. Discrete Mathematics3 hours**
 A rigorous course in the principal areas of modern discrete mathematics. This course provides an introduction to the interrelationships between mathematics and computer science. Topics include mathematical logic, set theory, boolean algebra, combinatorics, and graph theory. Prerequisite: 1336.
- 2351. Science Seminar1 hour**
 This course is designed to give practice in the preparation, delivery, and discussion of scientific papers. The three semesters required (for which one hour of credit is given per semester) may be scheduled at any time after the student has completed the freshman-level requirements in the science major. Meetings of the science seminar are normally held twice each month during the regular academic year. Each science major is expected to prepare, deliver, and defend a paper for at least one seminar meeting during the three-semester period of enrollment; other seminar papers will be presented by invited speakers, including members of the science faculty. Graded on a satisfactory/unsatisfactory basis the first two semesters; the third semester is letter-graded.

2518. Probability and Statistics3 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, the binomial and normal distributions, confidence intervals, analysis of variance, and regression and correlation analysis. Prerequisite: P331 or by examination.

3331. Complex Analysis3 hours

The purpose of this course is to introduce the fundamental ideas of complex analysis to students in mathematics, engineering, computer science, and physics. The course will focus on both the pure and applied aspects of the subject. Topics include complex numbers, analytic functions, elementary functions, integrals, series, residues and poles, mapping by elementary functions, and conformal mapping. Prerequisite: 2332.

3334. Linear Algebra3 hours

This course includes a study of systems of equations, matrix algebra, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, along with numerous applications of these topics. Prerequisites: 1335 and 1336.

3335. Abstract Algebra3 hours

A study of the important structures of modern algebra, including groups, rings, and fields. Prerequisite: 3334.

4333. Special Topics in Mathematics3 hours

Selected topics designed to complete the requirements for a major in mathematics. Topics include real analysis, topology, number theory, probability, advanced abstract algebra, differential geometry, etc. Recommended for the junior or senior year. Prerequisites: will depend on the topic but will include a minimum of 2332, 3334, and permission of the instructor.

4337. Independent Study in Mathematics 1-3 hours

Supervised research on a selected topic in mathematics. Prerequisite: Permission of the faculty supervisor.

Mathematics and Computer Science

For a complete description of the interdisciplinary major in Mathematics and Computer Science, please see the Interdisciplinary Majors section of this *Bulletin*.

Medical Technology

Medical technologists play an important role in the delivery of modern health care. Although hospitals and clinics are their traditional sites of employment, medical technologists also find opportunities in many other situations, such as commercial testing laboratories, medical and pharmaceutical research facilities, and in the sales and demonstration of technical instruments.

Students working toward the degree of Bachelor of Science in Medical Technology undertake their clinical training at an approved institution after successful completion of prerequisite academic course work at Oglethorpe University. Prerequisites for clinical programs vary among institutions; therefore, students should seek additional advisement from the program to which they are applying. This will enable the student and the Oglethorpe adviser to design the proper sequence of courses

and to establish an appropriate time frame for completion of degree requirements. Courses to be completed at Oglethorpe will usually include the following: General Biology I and II, Microbiology, Human Physiology, General Chemistry I and II (with laboratories), Organic Chemistry I and II (with laboratories), Elementary Quantitative Analysis, College Algebra or Calculus I, and appropriate core courses. At least 60 semester hours must be completed at Oglethorpe in order to be eligible for an Oglethorpe degree in medical technology.

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.

Major

The requirements for a major in physics are as follows: College Physics I and II and Calculus I and II are to be taken concurrently (preferably in the freshman year); Classical Mechanics I and II and Calculus III and Calculus IV (suggested for the sophomore year); Electricity and Magnetism I and II, Differential Equations, and either Mathematical Physics or Complex Analysis (junior year); Thermal and Statistical Physics; Advanced Physics Laboratory I and II; Introduction to Modern Physics I and II; Introduction to Modern Optics; and Special Topics in Theoretical Physics. In addition, all physics majors must take three semester hours of Science Seminar. Examination is generally required to transfer credit for any of these courses (College Physics I and Calculus I fulfill core requirements and are therefore not part of the major *per se*.)

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 10 semester hours of physics course work numbered 2343 or higher.

1341, 1342. General Physics I, II4 plus 4 hours

An introductory course without calculus. Fundamental aspects of mechanics, heat, light, sound, and electricity are included. The text will be on the level of Miller, *College Physics*. Three lectures and three hours of laboratory per week. Prerequisites: 1332; 1341 must precede 1342.

2341, 2342. College Physics I, II5 plus 5 hours

Introductory physics with calculus. Subject matter is the same as in general physics but on a level more suited to physics majors, engineering majors, etc. One year of calculus as a prerequisite is preferred, otherwise calculus must be taken concurrently. The text will be on the level of Halliday and Resnick, *Fundamentals of Physics*. Prerequisite: 2341 must precede 2342.

2343, 2344. Classical Mechanics I, II3 plus 3 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: 1336 and 2342; 2343 must precede 2344.

2345. Fundamentals of Electronics4 hours

A laboratory course 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. Prerequisite: 1342 or 2344.

2351. Science Seminar1 hour

This course is designed to give practice in the preparation, delivery, and discussion of scientific papers. The three semesters required (for which one hour of credit is given per semester) may be scheduled at any time after the student has completed the freshman-level requirements in the science major. Meetings of the science seminar are normally held twice each month during the regular academic year. Each science major is expected to prepare, deliver, and defend a paper for at least one seminar meeting during the three-semester period of enrollment; other science papers will be presented by invited speakers, including members of the science faculty. Graded on a satisfactory/unsatisfactory basis the first two semesters; the third semester is letter-graded.

3331. Complex Analysis3 hours

The purpose of this course is to introduce the fundamental ideas of complex analysis to students in mathematics, engineering, computer science, and physics. The course will focus on both the pure and applied aspects of the subject. Topics include complex numbers, analytic functions, elementary functions, integrals, series, residues and poles, mapping by elementary functions, and conformal mapping. Prerequisite: 2332.

3341, 3342. Electricity and Magnetism I, II3 plus 3 hours

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 2333 be taken concurrently. Prerequisites: 2332 and 2342; 3341 must precede 3342.

3343. Thermal and Statistical Physics3 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. 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: 1336 and 2342.

3344. Advanced Physics Laboratory I1 hour

Laboratory work will emphasize classic experiments such as the ballistic pendulum, hard sphere scattering, the Millikan oil drop experiment, the Michelson interferometer, etc. Emphasis also will be placed on measuring fundamental constants such as the speed of light, h , G , e and e/m . Prerequisite: 2342.

3345. Advanced Physics Laboratory II1 hour

Laboratory work will emphasize modern physics in areas such as microwave optics, superconductivity, measurements of magnetic fields, electron spin resonance, the Franck-Hertz experiment, laser optics, etc. Prerequisites: 3344 and 4341.

3346. Introduction to Modern Optics4 hours

A standard intermediate-level optics course which will treat the basics of wave theory and the electromagnetic origin of optical phenomena, geometrical optics, physical optics including Fourier optics, Fraunhofer and Fresnel diffraction, and dispersion. The course will conclude with some consideration of current topics such as holography, quantum optics, and non-linear optics. Prerequisites: 2333 and 2342.

4341, 4342. Introduction to Modern Physics I, II3 plus 3 hours

For physics, engineering, and chemistry majors, this is a one-year sequence that discusses the most important developments in 20th-century physics. The first semester will review special relativity and treat the foundations of quantum physics from an 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: 2342 and 3342; 4341 must precede 4342.

4343. Special Topics in Theoretical Physics 1-3 hours

Topics to be chosen in accordance with the student's interest include laser physics, plasma physics, theory of the solid state, nuclear and particle physics, astrophysics, and cosmology.

4345. Mathematical Physics3 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; eigen value problems; Fourier analysis and mathematical modeling, particularly numerical, computer methods. Prerequisite: 2333.

4347. Independent Study in Physics 1-3 hours

Supervised study of a topic of interest to the student, which is not treated in the regularly scheduled course offerings. Prerequisite: Permission of the instructor.

Division IV

Behavioral Sciences



American Studies

For a complete description of the interdisciplinary major in American Studies, please see the Interdisciplinary Majors section of this *Bulletin*.

Business Administration and Behavioral Science

For a complete description of the interdisciplinary major in Business Administration and Behavioral Science, please see the Interdisciplinary Majors section of this *Bulletin*.

Psychology

Psychology uses scientific methods to study a broad range of topics related to behavior and mental processes, including motivation, learning and memory, human development and personality, psychological disorders, social interaction, and physiological bases for behavior and thought. The study of psychology should help a student to develop skills in three basic areas: skills associated with the scientific method, including data collection, analysis, and interpretation; skills that are useful in the construction and evaluation of theories, such as analytic and synthetic reasoning; and skills in human relations through which the student learns to become a more precise and more tolerant observer of human behavior and individual differences. Many students with a background in psychology choose careers in psychology-related fields, such as counseling, psychotherapy, or research, but many others choose careers that are not so directly tied to psychology. For example, psychology provides a good background for careers in law, education, marketing, management, public relations, publishing, and communications.

Major

The major consists of at least nine psychology courses beyond Psychological Inquiry, including Probability and Statistics, Research Design, Advanced Experimental Psychology, and History and Systems of Psychology. Psychology majors also are expected to complete the following three directed electives: General Biology I and II, and either a third semester of a laboratory science, an upper-level philosophy course or Introduction to Linguistics. A "C" average in major course work is required for graduation. The degree awarded is the Bachelor of Arts.

Minor

A minor in psychology consists of any five psychology courses beyond Psychological Inquiry. No course can be used to satisfy both major and minor requirements.

C462. Psychological Inquiry3 hours

This course presents a unique way of understanding ourselves: the use of the empirical method to obtain information about human and animal behavior. Psychological experimentation will be shown to contribute to human self-understanding through its production of interesting, reliable, and often counterintuitive results. Topics to be considered will include obedience to authority, learned helplessness, dreaming, language acquisition, and the experience of pain. These topics will be

examined from a variety of potentially conflicting perspectives: behavioral, cognitive, developmental, biological, and psychoanalytic. This course serves as a prerequisite for all upper-level courses in psychology.

2462. Child/Adolescent Psychology3 hours

The ways in which individuals interact with the world and each other change dramatically from birth to adolescence. This course will trace these developments, particularly those of cognition, social behavior, and self-concept. The factors influencing development, such as heredity and the social/cultural environment, will be emphasized. Prerequisite: C462.

2464. Organizational Psychology3 hours

A psychological study of work behavior and an examination of the complex social variables that are a part of the work environment. Prerequisite: C462.

2465. Learning and Conditioning3 hours

Making use of data obtained in the laboratory and in natural settings, this course examines the means by which humans and animals seek and acquire information, develop internal records of the spatial and temporal structure of their surroundings, make correlational or predictive inferences, and express these inferences behaviorally. Prerequisite: C462; recommended prerequisite: 2518.

2473. Social Psychology3 hours

A course concerned with the behavior of individuals in groups, including attribution, attitudes, aggression, and altruism. Prerequisite: C462.

2518. Probability and Statistics3 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, the binomial and normal distributions, confidence intervals, analysis of variance, and regression and correlation analysis. Prerequisite: P331 or by examination.

3461. Research Design4 hours

A combination lecture-laboratory course emphasizing the design and execution of research in the behavioral sciences. Prerequisites: C462 and 2518.

3462. Advanced Experimental Psychology4 hours

A combination seminar-laboratory course that includes in-depth analysis of the findings and theories pertaining to simple and complex learning and areas of controversy, with an emphasis on understanding the design of controlled experiments and the relationship between theory and data. Prerequisite: 3461.

3463. Psychological Testing3 hours

A study of the selection, evaluation, administration, interpretation, and practical uses of tests of intelligence, aptitudes, interest, personality, social adjustment, and tests commonly used in industry. Prerequisites: C462 and 2518.

3464. Psychology of Leadership3 hours

A study of leadership as it has been defined in psychological theory and research. The format is designed to help students to develop effective leadership skills. Prerequisite: C462.

3465. Theories of Personality3 hours

A study of the ideas of several representative theories concerned with personality. A comparison of theories is made and a suggested framework for evaluation of each theory is presented. Prerequisite: C462.

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- 3466. Abnormal Psychology3 hours**
 An introduction to the psychological aspects of behavior disorders. Included are descriptive and explanatory studies of a variety of mental disorders, their related conditions, and methods of treatment. Prerequisite: C462.
- 3467. Cognitive Psychology3 hours**
 The course explores the nature and function of human thought processes. Topics to be considered include perception, attention, remembering and forgetting, mental imagery, psycholinguistics, problem-solving, and reasoning. Prerequisite: C462.
- 3468. Neuroscience I: Foundations3 hours**
 This course will cover the anatomy, pharmacology, and physiology of the nervous system, neural development, and the establishment of synapses. There will be extensive consideration of the sensory systems, neural mechanisms of bodily movement, and the bases for motor pathology. Recent developments in the study of neural-immune interactions will be presented. Prerequisites: C462 and 1312.
- 3469. Neuroscience II: Behavior3 hours**
 Topics in this course will include neural and hormonal mechanisms underlying sleep, biological rhythms, aggression, hunger, brain stimulation reward, reproductive behavior, and drug self-administration. An examination will be made of the current views on the neural bases of learning and memory, hemispheric asymmetry and localization of function, and the neural mechanisms underlying schizophrenia, depression, anxiety, epilepsy, and Alzheimer's disease. Prerequisite: 3468.
- 4461. History and Systems of Psychology3 hours**
 A study of the historic development of modern psychology, covering its philosophical and scientific ancestry, the major schools of thought, and the contemporary systems of psychology, and their theoretical and empirical differences. Recommended for the senior year. Prerequisite: C462.
- 4462. Seminar in Psychology3 hours**
 A seminar providing examination and discussion of various topics of contemporary interest in psychology. Prerequisites: C462 and one additional psychology course.
- 4463. Directed Research in Psychology3 hours**
 Original investigations and detailed studies of the literature in selected areas of psychology. Emphasis will be on original research. Prerequisites: 3462 and permission of the instructor.
- 4464. Advanced Topics in Clinical Psychology3 hours**
 Examination and discussion of topics of contemporary interest in clinical psychology. Prerequisites: 3465 and 3466.
- 4465. Internship - Psychology 1-6 hours**
 Internships in psychology are designed to provide students the opportunity to acquire valuable experiences in settings where psychology is practiced. A faculty member and on-site supervisor provide guidance to the student in selecting appropriate activities and achieving specific learning objectives. Successful internships in recent years have been completed in a variety of settings including Charter Brook Hospital, Yerkes Primate Center, Elrick and Lavidge marketing research firm, and

the DeKalb Headstart program. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

4466. Drugs, the Brain, and Behavior3 hours

A study of the actions of psychoactive drugs, particularly those associated with addiction and abuse (opioids, stimulants, depressants, hallucinogens) and those used to treat mental illness (anti-anxiety drugs, antidepressants, antipsychotics, anti-epileptics). Pertinent legal, social, and political issues also will be discussed. Prerequisite: C462; recommended prerequisite: 1312.

4467. Social and Personality Development3 hours

This course explores in depth the theories, methods, and conclusions of experimental studies of the socialization and individualization of the child. Topics such as neonatal social capacities, attachment, infant self-concept, peer relations, gender identity, egocentrism, theory of mind, moral development, and personal identity will be studied via lecture, discussion, and class presentations. Prerequisite: 2462.

4468. Independent Study in Psychology 1-3 hours

An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Permission of the instructor.

Sociology

Sociology is the scientific study of human society and social behavior. The topics of the field include: criminal behavior, social stratification, demographic trends, and the family. Sociology is a liberal arts major in the truest sense of the term. Besides increasing one's insights into the social world, sociology gives one many opportunities to write and to improve one's mathematical skills. Career opportunities open to sociologists include work in criminology, demography, marketing, and journalism.

Major

The sociology major consists of a minimum of 10 sociology courses beyond Human Nature and the Social Order I and II: Introduction to Sociology, Probability and Statistics, Research Design, Sociological Theory, and six additional sociology courses selected by the student. In addition, two upper-level courses in economics, history, philosophy, politics, psychology, or writing also must be completed. A "C" average in major course work is required. The degree awarded is the Bachelor of Arts.

Minor

A minor in sociology consists of Introduction to Sociology and any other four sociology courses beyond Human Nature and the Social Order I and II. No course can be used to satisfy both major and minor requirements.

Sociology With Social Work Concentration

Nine sociology courses beyond Introduction to Sociology plus a semester in field placement (12-15 semester hours) constitute this major. A "C" average in major course work is required for graduation. The required courses are: Field of Social

Work, Methods of Social Work, Culture and Society, Minority Peoples, Probability and Statistics, and Deviance and Social Control, plus three sociology electives. Students are encouraged to complete a minor in psychology.

C271, C272. Human Nature and the Social Order I, II3 plus 3 hours

The courses in this year-long study are devoted to the careful study of classic texts that lie at the common roots of all the contemporary social sciences. The aim is to show how contemporary social science is a form of "moral inquiry" that responds to questions intelligent human beings always have asked. To this end, the focus will be on various compelling and distinctive treatments of the enduring questions about justice and the good life. The question will be posed whether there is a single or plural human good and whether this good (or these goods) can or must be pursued within the confines of a social or political order. Works will be studied by such thinkers as Aristotle, John Locke, Adam Smith, Alexis de Tocqueville, and Max Weber.

1471. Introduction to Sociology3 hours

The study of human society, the nature of culture and its organization. Processes of communication, socialization, mobility, and population growth are described and analyzed. Emphasis is placed on methods, basic concepts, and principal findings of the field.

2471. The Family3 hours

An analysis of the family institution as a background for the study of family interaction, socialization, and the parent-child relationship, courtship and marriage interaction, family crises and problems.

2472. The American Experience3 hours

The purpose of this course is to acquaint students with basic aspects of the American experience. Special attention is paid to the individual's relationship to the community and the state. Specific topics of discussion include Populism, Social Darwinism, Federalism, the role of advertising in folk culture, the relationship of technology and democracy, and America's exploring spirit. Both primary and secondary sources are assigned as readings. The primary sources include essays by Emerson, Thoreau, Frederick Jackson Turner, Andrew Carnegie, and William Jennings Bryan.

2473. Social Psychology3 hours

A course concerned with the behavior of individuals in groups, including attribution, attitudes, aggression, and altruism. Prerequisite: C462.

2474. Social Problems3 hours

A study of 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.

2518. Probability and Statistics3 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, the binomial and normal distributions, confidence intervals, analysis of variance, and regression and correlation analysis. Prerequisite: P331 or by examination.

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- 3461. Research Design4 hours**
 A combination lecture-laboratory course emphasizing the design and execution of research in the behavioral sciences. Prerequisites: C462 and 2518.
- 3470. Culture and Society3 hours**
 A study of the dynamics of Western and non-Western cultures that focuses on the contrast between traditional and modern cultures. Special attention will be given to analyzing cultural forms that define what is and is not permitted (such as food taboos and sexual norms), cultural elites (such as Christian monastics, Hindu Brahmins, and Marxist revolutionaries), and cultural revolutions (Christian, humanist, and post-Freudian).
- 3471. Cultural Anthropology3 hours**
 An introduction to the study of people and their culture, using material from folk and modern cultures throughout the world. Emphasis is given to development of understanding of culture – its purpose, meaning, and function.
- 3472. The Sociology of Work and Occupations3 hours**
 This course has three purposes. First, to analyze the means by which non-economic institutions, especially the family, schools, and religious institutions, influence the formation of “human capital.” Second, to study the history and contemporary nature of the professions. And third, to analyze the relationship between the external control of workers and their internal motivation.
- 3473. Field of Social Work3 hours**
 An orientation course based on the description and analysis of the historical development of social work and the operation in contemporary society of the many social work activities. Prerequisite: 1471.
- 3474. Methods of Social Work3 hours**
 A study of the methods used in social work in contemporary social work activities. Prerequisite: 3473.
- 3475. Minority Peoples3 hours**
 A study of minority peoples using both the sociological and economic perspectives. Although other types are considered, particular attention is focused on racial and cultural minorities in terms of the prejudice and discrimination they receive and the effect this has on their personalities and ways of life.
- 3476. Religion and Society3 hours**
 An examination of religion as a social institution, its internal development, relationship to other institutions, and its cultural and social significance in modern societies. Special attention will be given to the conflict between spirit and institution in Christianity; the rise and decline of denominationalism; fundamentalism and evangelicals past and present; and the modern psychologizing of religion.
- 3477. Community and Individualism in America3 hours**
 The purpose of this course is to explore the apparent changes in our national mood during the “privatized” 1950s, the “activist” 1960s, and the so-called “me decade,” the 1970s. The approach of this course is interdisciplinary. Texts written by historians, demographers, economists, and anthropologists are studied.
- 3478. Wealth, Status, and Power3 hours**
 An examination of the social stratification of rewards and privileges in American society, focusing on the analysis of economic, status and power structures; the history of the upper class; institutionalized “power” elites; changing status systems; and the position of minorities.

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- 3479. Literature and Society3 hours**
 This course is a study of social theory in literature and its implications for the conduct of life. It will focus on an intensive reading of selected texts from late 19th- and 20th-century literature. Literary figures may include Dostoevsky, Conrad, Kafka, Camus, and others. Not offered regularly.
- 4471. Field Experience in Social Work 12-15 hours**
 Students concentrating in social work are placed with various social work agencies in the Atlanta area for on-the-job practicum experience. Successful field experiences have been gained at a variety of settings in recent years, including Wesley Woods Health Center, West Paces Ferry Hospital, and Kennestone Hospital. Prerequisites: 3474 and permission of the instructor and the division chair.
- 4472. Deviance and Social Control3 hours**
 An examination of behaviors which 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. The readings will include classic and current analyses.
- 4473. Senior Seminar in American Studies3 hours**
 This course offers an intensive examination of a selected topic in American history, politics, culture, or society. Among the subjects may be the relationships of religion and politics, American intellectual history, and the development and growth of national government and politics.
- 4474. Sociological Theory3 hours**
 A study of selected classical and contemporary theorists such as Max Weber, Emile Durkheim, Robert Merton, and Erving Goffman, ranging from the mid-19th century through the 20th century. Topics may include the rise of capitalism, theories of alienation and anomie, economic and cultural conflict, and modern individualism. Offered every other year. Prerequisites: C272 and 1471.
- 4475. Seminar in Sociology 1-3 hours**
 A seminar providing examination and discussion of various topics of contemporary and historical interest in sociology. Prerequisite: Permission of the instructor.
- 4477. Internship - Sociology 1-6 hours**
 Internships in sociology are designed to provide students the opportunity to acquire valuable experiences in settings in which sociologists work. A faculty member and on-site supervisor provide guidance to the student in selecting appropriate activities and achieving specific learning objectives. Successful internships in recent years have been completed in a variety of settings, including the Georgia Council for Child Abuse, the Methodist Children's Home, and Unisys Corporation. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.
- 4478. Independent Study in Sociology 1-3 hours**
 An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Permission of the instructor.
- 4479. Internship - American Studies3 hours**
 An internship is designed to provide a formalized, experiential learning opportunity to qualified students. The student and a faculty supervisor negotiate a learning contract which specifies learning objectives for the internship and indices for

the evaluation of the student's achievement of these objectives. Students are employed or volunteer in standard work situations with cooperating business organizations, governmental departments and agencies, or in other professional settings. Prerequisite: Permission of the faculty supervisor and qualification for the internship program.

Division V

Economics and Business Administration



The Division of Economics and Business Administration offers course work leading to the Bachelor of Business Administration and Bachelor of Arts degrees. The Bachelor of Business Administration degree may be earned with a major in business administration, accounting, economics, or business administration and computer science. The Bachelor of Arts degree is offered with a major in economics. In addition, course work leading to the Bachelor of Arts degree in interdisciplinary majors in mathematics and computer science and business administration and behavioral science also is offered through the division.

All students pursuing a Bachelor of Business Administration degree are required to take the following 14 courses:

Applied Calculus **or** Calculus I

Probability and Statistics

Introduction to Economics

Management Science

Introduction to Computer Applications Software **or** Introduction to Computer Science **or** Principles of Computer Programming

Intermediate Microeconomics

Intermediate Macroeconomics

Business Law I

Principles of Accounting I

Principles of Accounting II

Managerial Finance

Management

Marketing

Strategic Planning

Additional major requirements are listed under the particular disciplinary headings in this section. The grade of "C" or higher must be obtained in each course offered by the division that is used to fulfill major and minor requirements.

Students are responsible for ensuring that they fulfill all requirements of the major selected.

Accounting

The essence of accounting is measurement and communication. The objective is to provide information that is useful to decision-makers who must choose between economic alternatives. Accordingly, the field focuses on information concerning economic resources, claims to those resources, and the results of economic activity. The purpose of the major in accounting is to acquaint the student with this information and to develop the analytic ability necessary to produce it. The student learns to observe economic activity; to select from that activity the events which are relevant to particular decisions; to measure the economic consequences of those events in quantitative terms; to record, classify, and summarize the resulting data; and to communicate the information thereby produced in various reports and statements to appropriate decision-makers.

The major in accounting consists of a coherent sequence of accounting and other courses which provide the conceptual foundation and basic skills to begin a career in accounting practice or to use as an appropriate background for such related careers as financial services, computer science, management, industrial

engineering, law and others. Accountants work in public accounting, business, government, and non-profit organizations.

Major

The courses required of all students pursuing a Bachelor of Business Administration degree are the 14 listed above plus Intermediate Accounting I and II, Cost Accounting, Advanced Accounting, Business and Personal Taxes, Auditing, Business Law II, and Advanced Writing for Business and the Professions.

Note: Students planning to take the Certified Public Accountant Examination in Georgia should be aware of the requirements of the State Board of Accounting. Twenty semester hours of accounting courses beyond Principles of Accounting I and II are required in order to sit for the examination. This is two semester hours more than the requirements for a major at Oglethorpe University. The additional hours may be earned by completing one additional elective in accounting.

Minor

Principles of Accounting I and II and three courses from the following are required for a minor in accounting: Intermediate Accounting I, Intermediate Accounting II, Cost Accounting, Business and Personal Taxes, or Advanced Accounting.

2530. Principles of Accounting I3 hours

A study of accounting principles, concepts, and the nature of financial statements. Emphasis is placed upon the use of accounting as a device for reporting business activity.

2531. Principles of Accounting II3 hours

A study of the utilization of accounting information in business management, with emphasis upon construction and interpretation of financial statements. Prerequisite: 2530.

3532. Intermediate Accounting I3 hours

A study of the development of accounting theories and their application to the preparation and correction of financial statements, to the measurement of periodic income, to asset acquisition, and to the capital structure of business corporations. Prerequisite: 2531.

3533. Intermediate Accounting II3 hours

The study of accounting theory as it relates to the more specialized problems of price-level changes, funds, cash flow statements, and related concepts. Prerequisite: 3532.

3534. Cost Accounting3 hours

A study of the principles and techniques of cost control with concentration on the structural aspects of cost accounting as a managerial tool and on the procedures involved in solving cost-accounting problems. Prerequisite: 2531.

3535. Business and Personal Taxes3 hours

A study of the income tax laws and related accounting problems of individuals, partnerships, and corporations. The course is additionally concerned with the managerial effects of taxation upon decisions and policies in the planning, organization, and operation of a business enterprise. Prerequisite: 2531.

4534. Internship - Accounting 1-6 hours

An internship in accounting is designed to provide the student with an opportunity to gain valuable experience and additional accounting and interpersonal skills in a supervised business environment. The student, in conjunction with a business faculty member and an on-site internship supervisor, develops appropriate activities for achieving specific learning goals. The internship generally requires the student to work a specified number of hours per week, 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. An evaluation is prepared by the on-site internship supervisor. Internship opportunities are diverse and have included such organizations as Price Waterhouse, Georgia Pacific, Deloitte and Touche, and Miller, Ray and Healey. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

4535. Advanced Accounting 3 hours

The application of accounting principles and concepts to specialized business situations, including partnerships, mergers, acquisitions, fiduciary relationships, installments, consignments, and foreign exchange. Prerequisite: 3533.

4536. Accounting Control Systems 3 hours

A study of the procedures involved in the analysis, design, implementation, and control of management information systems. Emphasis is on the role of information systems in business, the tools and techniques used to design information systems, the hardware and software components of computerized information systems, the procedures involved in the development and control of information systems, and the application of information systems to the various transaction cycles of the firm. Prerequisites: 2531 and 2540 or 2541 or 2542.

4537. Auditing 3 hours

A study of auditing standards and procedures, 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: 2518 and 3533.

4539. Development of Accounting Theory 3 hours

A study of the historical development of accounting theory from ancient times to the present. Course consists of reading, discussions, and reports on accounting theory with emphasis on the philosophical aspects of accounting rather than technical issues. Prerequisite: 3533.

Business Administration

The business administration curriculum is designed to prepare students for careers as business leaders who will earn their livelihood by discerning and satisfying people's wants and needs. Success in this endeavor requires (1) the ability to think independently, (2) knowledge of business terminology and business institutions, both domestic and international, and (3) communication skills. The ability to think independently is enhanced through study of the courses in the core curriculum and through a requirement that each student must complete advanced work in at least

one area of business. Courses in economics and the functional areas of business administration introduce students to business institutions, terminology, and methods of inquiry. A required course in advanced writing provides practice in thinking and communicating.

In addition to preparing students for business careers, the program in business administration is valuable preparation for other careers. Students learn administrative skills and methods of inquiry that are applicable in governmental and non-profit organizations. Since much legal practice involves businesses and a knowledge of business terminology and institutions, this major is an excellent background for the study and practice of law.

Major

Major requirements include the 14 courses required of all students pursuing the Bachelor of Business Administration degree (listed at the beginning of the Division V section) plus Advanced Writing for Business and the Professions and three advanced (3000- or 4000-level) courses in business, accounting, economics, or computer science. Courses not included as advanced courses are 3523, 3524, 3527, 4517, 4526, 4527, 4534, 4539, and 4558.

1510. Business Law I3 hours

A course 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.

1511. Business Law II3 hours

A study of partnerships, corporations, sales, bailments, security devices, property, bankruptcy, and trade infringements. Prerequisite: 1510.

2464. Organizational Psychology3 hours

A psychological study of work behavior and an examination of the complex social variables that are a part of the work environment. Prerequisite: C462.

2513. Management3 hours

An introduction to the principles of management and administration. This course includes leadership, conflict resolution, and the functions of management in large and small organizations.

2518. Probability and Statistics3 hours

This course includes descriptive and inferential statistics with particular emphasis upon parametric statistics, rules of probability, the binomial and normal distributions, confidence intervals, analysis of variance, and regression and correlation analysis. Prerequisite: P331 or by examination.

2519. Management Science3 hours

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: 1333 or 1335, 2518 and 2540 or 2541 or 2542.

2555. International Business3 hours

This course is designed to acquaint students 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. Prerequisite: 2513.

3191. Advanced Writing for Business and the Professions3 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 expository prose. Oral presentations and practice in listening with accuracy constitute another element of the course. Weekly writing assignments. Prerequisites: C191 and one year-long literature sequence.

3516. Managerial Finance3 hours

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 fundamentals, capital structure, cost of capital, time value of money, and financial decision-making under conditions of uncertainty. Prerequisites: 1521, 2519, and 2531.

3517. Marketing3 hours

A course concerned with the policies and problems involved in the operation of market institutions. The course examines broad principles in the organization and direction of the marketing function and analytical aspects of marketing and consumer behavior. Prerequisites: 1521 and 2531.

3518. Marketing Communications3 hours

Principles, concepts, and practices relating to the various kinds of communications employed to disseminate information about products and services to potential buyers. 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: 3517.

4511. Investment Analysis and Portfolio Management3 hours

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: 3516.

4516. Strategic Planning3 hours

An interdisciplinary approach to management decision-making with emphasis on strategic planning. Cases are used extensively. Prerequisites: 2513, 3516, and 3517.

4517. Internship - Business Administration 1-6 hours

An internship in business administration is designed to provide the student with an opportunity to gain valuable experience and additional business and interpersonal skills in a supervised business environment. In conjunction with a business faculty member and an on-site internship supervisor, the student develops appropriate activities for achieving specific learning goals. The internship generally requires the student to work a specified number of hours per week, 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. An evaluation is prepared by the on-site internship supervisor. Internship opportunities are diverse and have included such organizations as Wal-Mart Stores, Inc., Zoo Atlanta, Scientific Atlanta, and the Georgia Department of Industry and Trade.

Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

4554. Advanced Managerial Finance3 hours

Case studies and selected readings will provide a basis for expanding one's ability to use the analytical tools developed in the basic managerial finance course. Emphasis will be on the analysis of actual business situations of varying degrees of complexity and on the development of insights into the conditions, attitudes, and practices that foster sound financial decisions. Attention will be directed to all major areas of financial management — financial analysis and planning, working capital management, capital budgeting decisions, capital structure and cost of capital, and long-term financing decisions. Prerequisite: 3516.

4556. Marketing Research3 hours

Included are the following: types of research, the research process, research design, sampling procedures, data collection methods, data analysis and preparation of research findings. Prerequisites: 2518, 3517, and 2540 or 2541 or 2542.

4558. Directed Studies in Business and Economics3 hours

An intense study of diverse topics under the direct supervision of the instructor. Prerequisite: Permission of the chair of the division.

Business Administration and Behavioral Science

For a complete description of the interdisciplinary major in Business Administration and Behavioral Science, please see the Interdisciplinary Majors section of this *Bulletin*.

Business Administration and Computer Science

For a complete description of the interdisciplinary major in Business Administration and Computer Science, please see the Interdisciplinary Majors section of this *Bulletin*.

Computer Science

Minor

A minor in computer science consists of five computer science courses, one of which must be Principles of Computer Programming.

2540. Introduction to Computer Applications Software3 hours

This course introduces the student to the major types of computer applications software, including word processing, electronic spreadsheets, database management, graphics, and communications. A predominant emphasis is on the construction of significant applications systems, including custom programming. The student will use an integrated microcomputer software system such as LOTUS SYMPHONY.

2541. Introduction to Computer Science3 hours

This course introduces the student to the basic concepts of electronic data processing equipment, computer programming, and applications. It is intended primarily for students who do not plan further study in computer science. The successful student will become proficient in problem-solving techniques and algorithm construction using the BASIC programming language. Examples are drawn from business, science, and other fields.

2542. Principles of Computer Programming3 hours

In this course the student will be introduced to the fundamental techniques of problem-solving and algorithm development within the context of the Pascal programming language. The student will design and complete several substantial programming projects, most having a significant mathematical orientation. Prerequisite: 1331 or by examination.

3542. Introduction to Data Structures3 hours

Ada language constructs are used to introduce the student to the important concepts of static and dynamic data representation, which, along with effective algorithm development, are essential components of successful computer programming. Topics include arrays, records, files, pointers, linked lists, stacks, queues, trees, graphs, and implementation procedures. Students also will study sorting and searching techniques. Prerequisite: 2542.

3544. Principles of File Processing3 hours

This course provides an accelerated introduction to the COBOL language and to standard techniques for managing data in computer files. Students will use COBOL to program solutions to problems which arise predominantly, though not exclusively, in business environments and which involve file updating, merging and searching, and report generation. Sequential, relative, and indexed files will be emphasized, in addition to elementary concepts of database management. Prerequisite: 2542.

4540. Introduction to Systems Programming3 hours

This course introduces the advanced computer science student to fundamental concepts of computer systems programming. Attention is given to the development of input and output routines, associated data structures and algorithms, and the construction of systems libraries, using the C programming language. Major programming projects in C will be at the level of designing and writing a simple machine emulator, and developing an assembler for that machine. Prerequisite: 2542.

4541. Assembly Language and Computer Architecture3 hours

The student will be given a concentrated introduction to 8088 assembly language programming and microcomputer architecture. Topics include structured programming, control structures, object library maintenance, macro programming, interrupts, buses, memory management, input/output, and interfacing with high-level languages. Prerequisite: 2542.

4542. Topics in Computer Science3 hours

This course focuses on a variety of timely topics and useful language environments. Current topics include artificial intelligence, compiler construction, computer-aided instruction, computer architecture, database management, graphics, operating systems, and systems programming. These topics will be examined in the

context of languages such as Ada, assembly language, C, FORTH, DECAL, LISP, LOGO, PILOT, applications software, and the more familiar BASIC, COBOL, and Pascal. Prerequisites: 2542, and 3532 or 3544.

4546. Internship - Computer Science 1-6 hours

An internship in computer science is designed to provide the student with an opportunity to gain valuable experience and additional computer science and interpersonal skills in a supervised organizational environment. In conjunction with a business faculty member and an on-site internship supervisor, the student develops appropriate activities for achieving specific learning goals. The internship generally requires the student to work a specified number of hours per week, 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. An evaluation is prepared by the on-site internship supervisor. Internship opportunities are diverse and have included such organizations as IBM, SunTrust Bank, and the Centers for Disease Control. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

Economics

Economics is a way of thinking based on the premise that individuals make decisions that advance their own interests. From this premise, economics attempts to understand individual behavior and the social order that results from the interaction of many individual decision-makers. Finally, economics involves evaluation of the resulting social order.

The three aspects of economic study are related to citizenship and careers. First, the attempt to predict individual behavior results in the derivation of several economizing principles that are useful in business practice. Second, much of the interaction of individuals is in the form of exchanges in markets. Knowledge of how markets function is helpful both to business people and voters who will make decisions about such market-related economic matters as taxes, interest ceilings, minimum wages, and public utility rates. Third, the practice in evaluating different social orders leads students to replace their unschooled opinions about complex situations with disciplined thought. This practice should be of service to those planning careers in business, law, politics, government, or religion.

The Bachelor of Business Administration degree in economics focuses on the first two of these three aspects of economic study while the Bachelor of Arts degree focuses on the second and third.

Major (BBA)

The 14 courses listed at the beginning of the Division V section and five electives in economics are required of all students pursuing the Bachelor of Business Administration degree.

Major (BA)

Applied Calculus or Calculus I
Probability and Statistics
Management Science

Introduction to Computer Applications Software, **or** Introduction to
 Computer Science, **or** Principles of Computer Programming
 Intermediate Microeconomics
 Intermediate Macroeconomics
 Five economics electives
 Two advanced electives in accounting, business, history, politics,
 sociology, psychology, mathematics, computer science, or
 philosophy

Minor

Intermediate Macroeconomics
 Intermediate Microeconomics **or** History of Economic Thought
 Three economics electives

1521. Introduction to Economics3 hours

This course is designed to familiarize the student with basic economic concepts. The student will be introduced to a few key economic principles that can be used in analyzing various economic events. The material will include a history of economic thought, monetary and financial economics, and supply and demand analysis.

3521. Intermediate Microeconomics3 hours

An intensive study of the behavior of the consumer and the firm, problems of production and distribution, and the structure of markets. Attention is given to the effects of price and income changes on product demand and factor supply, the use of forecasts, and the study of quantitative analysis of price and product policies in various market structures. Prerequisites: 1521 and 1333 or 1335.

3522. Intermediate Macroeconomics3 hours

A comprehensive survey of aggregate economic analysis; the theory and measurement of national income and employment; price levels; business fluctuations; monetary and fiscal policies; and economic growth. Prerequisites: 1521 and 1331, or 1333, or 1335.

3523. United States Economic History3 hours

A study of the origin and growth of the American economic system; development of an historical basis for understanding present problems and trends in the economy. Prerequisite: 1521.

3524. History of Economic Thought3 hours

A study of the major writers and schools of economic thought, related to the economic, political, and social institutions of their times; the Medieval, Mercantilist, Physiocrat, Classical, Marxist, Historical, Neoclassical, Institutional, Keynesian, and post-Keynesian schools. Prerequisites: 1521 and C161.

3527. Economic Development3 hours

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 history of steadily rising income in the U.S., Europe, and Japan. Prerequisite: 1521.

4521. Money and Banking3 hours

The nature and development of the monetary and credit system of the United States; the functions and activities of financial institutions; commercial banking; the Federal Reserve System. Emphasis is upon the relationship between money and employment, prices, income, and interest rates. Prerequisites: 3521 and 3522.

4522. Labor Economics3 hours

The history, theory, and practices of the American Labor movement. A study of labor organizations as economic and social institutions, including a survey of the principles and problems of union-management relationships encountered in collective bargaining and in public policies toward labor. Prerequisites: 3521 and 3522.

4523. International Economics3 hours

A study of international trade and finance; regional specialization; national commercial policies; international investments; balance of payments; foreign exchange; foreign aid policies; and international agreements on tariffs and trade. Prerequisites: 3521 and 3522.

4525. Public Finance3 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. Expenditure patterns, tax structure, microeconomic and macroeconomic theories of public expenditures and taxation will be examined. Prerequisites: 3521 and 3522.

4526. Internship - Economics 1-6 hours

An internship in economics is designed to provide the student with an opportunity to gain valuable experience and additional economic analysis and interpersonal skills in a supervised organizational environment. In conjunction with a business and economics faculty member and an on-site internship supervisor, the student develops appropriate activities for achieving specific learning goals. The internship generally requires the student to work a specified number of hours per week, 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. An evaluation is prepared by the on-site internship supervisor. Internship opportunities are diverse and have included such organizations as IBM, the Federal Reserve Bank of Atlanta, the Japanese External Trade Organization, the Washington Center, and Merrill Lynch. Graded on a satisfactory/unsatisfactory basis. Prerequisites: Permission of the faculty supervisor and qualification for the internship program.

4527. Independent Study in Economics 1-3 hours

Supervised research on a selected topic. Prerequisite: Permission of the instructor.

International Studies

For a complete description of the interdisciplinary major in International Studies, please see the Interdisciplinary Majors section of this *Bulletin*.

Mathematics and Computer Science

For a complete description of the interdisciplinary major in Mathematics and Computer Science, please see the Interdisciplinary Majors section of this *Bulletin*.

Division VI

Education - Undergraduate and
Graduate



Undergraduate Programs in Education

Education provides courses leading to the Bachelor of Arts in elementary and secondary education, with elementary concentrations in early childhood (K-4) and middle grades education (4-8), and with secondary education (7-12) concentrations in the subject areas of English, mathematics, history, and science (biology, physics, or chemistry). The teacher-preparation curricula are fully approved by the Department of Education of the State of Georgia; successful program completion is necessary to obtain a teaching certificate. Students desiring certification in other states should secure information from those states.

Admission to the Teacher Education Program

Completion of the Teacher Education Program requires the following steps:

1. Admission to the Teacher Education Program. Apply as a second-semester sophomore or, for transfer students, as soon as possible after transferring.
2. Completion of a pre-teaching experience — “September Experience.” Apply for placement by March 15 of the sophomore year.
3. Completion of Student Teaching. Apply for spring placement by October 15, fall placement by March 15.
4. Completion of the entire approved program as found on the following pages. Professional courses should be completed according to the sequence listed in the approved program; detailed programs may be obtained from the education advisers.

Admission to Oglethorpe University does not admit a student to the Teacher Education Program. A person doing satisfactory academic work and approved by the Teacher Education Council is admitted. Once admitted, the student’s progress and record are subject to regular review by the adviser, other professors, and the Teacher Education Council. Students with observed deficiencies in English or their subject field will be required to correct them before student teaching. No student on academic probation will be scheduled for student teaching until such probation is removed.

Admission to the program may be granted during the second semester of the sophomore year (or as early as possible thereafter) and requires a cumulative grade-point average of 2.5 for all college work. Before placement for student teaching can be approved the student must show evidence of good moral character and personality, emotional stability and physical stamina, a desire to work with children and/or youth, a grade of at least “C” in Analytical Writing and in all professional and teaching field courses, satisfactory field experiences, and a cumulative grade-point average of at least 2.5 or better on all work taken at Oglethorpe. The student’s record is subject to regular review from the time of admission to the program.

Completion of the approved program is one of two required steps toward teacher certification in Georgia. Students also have to demonstrate competency in the subject field by making a satisfactory score on a state administered Teacher Certification Test. Forms needed to apply for the Georgia teaching certificate are available in the office of the chair of the Division of Education.

Approved programs leading to teacher certification in Georgia are described in the following sections. All approved programs include the requirements for meeting core requirements at Oglethorpe. They may require more general education than is required to meet the core requirements for graduation.

Early Childhood Education Major

The early childhood education major focuses on teaching in grades kindergarten through four. In addition to general education core requirements, American History to 1865, American History Since 1865, and one additional mathematics course must be included. Students should take Introduction to Education during the freshman or sophomore year. Program requirements for early childhood education are available from any education faculty member and must be followed closely to avoid scheduling problems in completion of the degree requirements. The program includes professional education and methods courses in all content areas and culminates in student teaching.

Middle Grades Education Major

The middle grades education major focuses on teaching in grades four through eight. In addition to general education core requirements, American History to 1865, American History Since 1865, and one additional mathematics course must be included. Students should take Introduction to Education during the freshman or sophomore year. Program requirements for middle grades education are available from any education faculty member and must be followed closely to avoid scheduling problems in completion of the degree requirements. The program includes professional education courses, methods courses in five basic content areas, and two concentrations of 15 and 12 semester hours each.

Secondary Education Major in Science

Students who desire a secondary education major with concentrations in biology, chemistry, or physics will take the following professional education courses: Introduction to Education, Child and Adolescent Psychology, Secondary Curriculum, Educational Psychology, The Exceptional Child, Secondary Methods and Materials, Educational Media, and Student Teaching.

Students seeking a secondary education major must apply for admission to the Teacher Education Program. It is recommended that the student confer with an education faculty member in addition to his or her adviser to avoid scheduling problems in completing the certification requirements.

Science - Biology Emphasis

- 1311, 1312 General Biology I, II
- 1321, 1322 General Chemistry I, II
- 1335 Calculus I
- 1341, 1342 General Physics I, II
- 2311 Genetics
- 2312 Microbiology

-
- 2324 Organic Chemistry
 - 2518 Probability and Statistics
 - 3311 Comparative Vertebrate Anatomy
 - 3312 Human Physiology
 - Choice of two:**
 - 3313 Embryology, **or** 3316 Cell Biology, **or** 4312 Ecology, **or**
4314 Evolution

Science - Chemistry Emphasis

- 1311, 1312 General Biology I, II
- 1321, 1322 General Chemistry I, II
- 1332 College Trigonometry
- 1335, 1336 Calculus I, II
- 1341, 1342 General Physics I, II
- 2321 Elementary Quantitative Analysis
- 2324, 2325 Organic Chemistry I, II
- 3322, 3323 Physical Chemistry I, II
- 3325 Physical Chemistry Laboratory

Choice of:

- 2332 Instrumental Methods of Chemical Analysis, **or**
- 4321 Inorganic Chemistry and Laboratory, **or**
- 4322 Advanced Organic Chemistry

Science - Physics Emphasis

- 1311, 1312 General Biology I, II
- 1321, 1322 General Chemistry I, II
- 1335, 1336 Calculus I, II
- 2341, 2342 College Physics I, II
- 2343 Classical Mechanics
- 3341, 3342 Electricity and Magnetism I, II
- 3344, 3345 Advanced Physics Laboratory I, II
- 3346 Introduction to Modern Optics
- 4341, 4342 Introduction to Modern Physics I, II

Secondary Teacher Certification With Degree in a Subject Major

Students seeking secondary certification in addition to a degree with a subject major must apply for admission to the Teacher Education Program. It is important that the student confer with an education faculty member in addition to his or her adviser each semester to avoid scheduling problems in completing the certification requirements.

Students who desire secondary (grades 7-12) teacher certification **in addition** to a major in English, history, mathematics, biology, chemistry, or physics will take the following professional education courses: Introduction to Education, Child and Adolescent Psychology, Secondary Curriculum, Educational Psychology, The Exceptional Child, Secondary Methods and Materials, Educational Media, and Student Teaching.

English

In addition to the English major requirements, students need:

- 4636 Reading in the Content Areas
- A second mathematics course

History

Students are required to take all listed below as part of the history major:

- 1210 The Western Impulse: Pre-history to the Enlightenment
- 2216 American History to 1865
- 2217 American History Since 1865
- 3218 Georgia History
- A second mathematics course

Mathematics

In addition to the mathematics major requirements, students need:

- 2334 College Geometry
- 2518 Probability and Statistics
- One additional computer science course

Science - Biology, Chemistry, and Physics

No additional content courses are required beyond the major.

Post-baccalaureate Teacher Certification

The post-baccalaureate teacher-certification program is designed for persons who have completed a bachelor's degree in a discipline other than education. This non-degree program leads to certification in early childhood (K-4), middle grades (4-8), or the secondary (7-12) teaching fields of English, history, mathematics, biology, chemistry or physics.

Requirements for admission to the post-baccalaureate teacher certification program include a cumulative grade-point average of 2.5 or better, a transcript evaluation from the Teacher Certification Department of the Georgia Professional Standards Commission, and admission to the Teacher Education Program as described above.

Each post-baccalaureate student will meet with his or her adviser to plan an individual course of study relating Oglethorpe's program to the requirements for teacher certification in Georgia. Course work will be taken at the undergraduate level; however, students seeking certification in early childhood or middle grades may take a maximum of three courses at the graduate level if they are to be applied toward a master's degree.

Course Descriptions

2611. Teaching of Health and Physical Education3 hours

This course is designed to expose the student to health education and physical education activities in the primary and intermediate grades. A study is made of procedures and content in the development of both programs; emphasis is on the appraisal of pupil needs and interests. Offered fall semester. Prerequisite: Sophomore standing.

-
- 3611. Teaching of Reading3 hours**
 This course includes methods of teaching reading used in developmental reading programs for kindergarten (reading readiness) through the middle grades (or secondary, as needed) and methods of teaching literature. Special emphasis is given to whole language teaching. Experience in schools is included. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.
- 3612. Teaching of Language Arts3 hours**
 This course deals with materials and procedures appropriate for the development of the skills necessary for effective oral and written communication for students in kindergarten through the middle grades. Offered fall semester. Prerequisite: Admission to the Teacher Education Program.
- 3613. Teaching of Social Studies3 hours**
 The main *foci* of this course are the development of a teaching unit and the acquisition of skills, methods, and materials necessary for the preparation of social studies teachers. The unit plan emphasizes the integration of social studies with other academic disciplines. Students plan and teach one or more social studies lessons in a designated classroom setting. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.
- 3614. Teaching of Mathematics3 hours**
 A course designed to prepare teachers to plan and teach K-4 or 4-8 mathematics. Experience in the schools is included. Offered fall semester. Prerequisite: Admission to the Teacher Education Program.
- 3615. Teaching of Science3 hours**
 Examines the rationale for teaching science to elementary children. Curricula, teaching skills, and methods are studied. Students participate in a simulated teaching experience. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.
- 3617. Teaching of Music3 hours**
 A study of the fundamentals of music education, including methods and materials appropriate for teaching music in the public schools. Experience in the schools is included. Offered spring semester of odd-numbered years. Prerequisite: Admission to the Teacher Education Program.
- 3618. Teaching of Art3 hours**
 This course is designed to introduce the student to art media, techniques, and materials appropriate for coordinating the teaching of art with all areas of the curriculum in grades kindergarten through six. Experience in the schools is included. Offered fall semester. Prerequisite: Admission to the Teacher Education Program.
- 3621. Introduction to Education3 hours**
 A study of the historical development, philosophy, organization, and basic issues underlying the American educational system and the teaching profession. Provision is made for regular classroom observation by the student in public schools of the Atlanta area. Offered fall and spring semesters.
- 3622. Secondary Curriculum3 hours**
 This course examines the nature and goals of secondary education and the study of various secondary curricula and curriculum theories. Students develop secondary lesson plans and a unit. Special methods in the specific certification fields

are included. Provision is made for students to observe classrooms in the Atlanta area. Offered fall semester. Prerequisite: Admission to the Teacher Education Program.

3640. The Teacher as Writer3 hours

This course is designed to give future teachers an opportunity to engage in the writing process in order to conceptualize, write, and submit for publication a piece of writing related to an academic or professional interest. An important feature of the course will be the creation of a community of writers within the class. Offered spring semester of even-numbered years. Prerequisites: C191 and permission of the instructor.

3641. The Child in the Home and the Community3 hours

This course is an introduction to early childhood education. It is designed to acquaint the student with various types of programs provided for children ages 4 through 9. Aspects of the curriculum are examined and integration of curricular areas is emphasized. Involvement of parents and utilization of community resources in the education of young children will be stressed. Offered fall semester.

3642. Curriculum and Methods in Early Childhood Education3 hours

Emphasizes development of materials and curricula for achieving the objectives of teaching for preschool through fourth grade. An interdisciplinary approach is stressed. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.

3643. Curriculum and Methods for the Middle Grades3 hours

The course examines the characteristics and development of the middle school child. The rationale, organization, curriculum, and operation of the middle school are studied. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.

4612. Elementary Student Teaching and Seminar12 hours

A course requiring full-time participation in a school in the Atlanta area under the supervision of a qualified supervising teacher. This is designed to promote gradual introduction to responsible teaching, including participation in the teacher's usual extracurricular activities. A seminar on the University campus at designated times during the student-teaching period is part of the course. Offered fall and spring semesters. Prerequisites: Approval and completion of September Experience and completion of all other course requirements for the Teacher Education Program.

4616. Children's Literature3 hours

A study of literature appropriate to grades K-8 with emphasis upon selection of materials and techniques for creating interest and enjoyment through presentation. Offered fall semester of even-number years. Prerequisite: Junior standing.

4621. Educational Media3 hours

To be taken in the same semester as student teaching. Topics include operation of basic audio-visual equipment, production of media, and effective use of media in the classroom. A unit is developed for use in student teaching. Prerequisites: Admission to the Teacher Education Program and acceptance to student teaching.

4622. Secondary Methods and Materials3 hours

This course helps prospective teachers attain a clearer view of the contemporary educational system at work. The main focus is the development of various methods and the acquisition by the student of a variety of instructional skills. Topics

such as classroom management, student motivation, and teacher creativity are explored. Field experiences and classroom teaching activities are included. Offered spring semester. Prerequisite: Admission to the Teacher Education Program.

4623. Educational Psychology3 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 fall semester. Prerequisite: Admission to the Teacher Education Program or permission of the instructor.

4624. Secondary Student Teaching and Seminar12 hours

A course requiring full-time participation in a school in the Atlanta area under the supervision of a qualified supervising teacher. This is designed to promote gradual introduction to responsible teaching, including participation in the teacher's usual extracurricular activities. A seminar on the University campus at designated times during the student-teaching period is part of the course. Offered fall and spring semesters. Prerequisites: Approval and completion of September Experience and completion of all other course requirements for the Teacher Education Program.

4625. The Exceptional Child3 hours

This course is designed to assist teachers in the identification and education of children who have special needs. The prospective teacher will become familiar with the techniques of child study in a field setting, will learn to plan and implement educational approaches with both normal and special learners, and will learn methods of diagnostic teaching. Offered fall semester and summer session. Prerequisites: Senior standing, admission to the Teacher Education Program, and/or permission of the instructor.

4629. Special Topics in CurriculumT.B.A.

Content to be determined; course may be taken for credit more than once.

4636. Reading in the Content Areas3 hours

Emphasizes techniques for developing proficiency in reading in content fields; study skills and rate improvement will be included. Course requirements and content will be consistent with needs of upper elementary and secondary teachers. This course is recommended as the reading methods course for English education majors. Offered fall semester of odd-numbered years. Prerequisite: Admission to the Teacher Education Program.

4651. Topics in Mathematics3 hours

Emphasizes content for topics of contemporary interest in middle grades mathematics. Offered fall semester of odd-numbered years. Prerequisite: Admission to the Teacher Education Program or permission of the instructor.

4652. Topics in Science3 hours

Emphasizes content and teaching methods for topics of contemporary interest in middle grades science. Offered fall semester of even-numbered years. Prerequisite: Admission to the Teacher Education Program or permission of the instructor.

4653. Computers in the Classroom: Programming3 hours

This course introduces the teacher to computer and disk commands for the Apple computer. LOGO programming is introduced and proficiency in writing BASIC educational programs is developed. Taught occasionally. Prerequisite: Admission to the Teacher Education Program or permission of the instructor.

4654. Computers in the Classroom: Applications3 hours

Applications commonly used by teachers for production, management, and instruction are introduced and used in an educational context. Included are word processing (handouts), outliners (lesson plans and transparencies), databases and spreadsheets (grades), and text with graphics (newsletters). All applications selected are for the Apple II series or Macintosh computers. Offered summer session of even-numbered summers.

Graduate Programs in Education

All graduate work is administered by the Education Division, which is governed by the Teacher Education Council under the policies of the University. The Teacher Education Council is the policy-making body chosen from the faculty and administration, under the leadership of the chair of the Education Division.

The purposes of the graduate program are to provide well-qualified students with the opportunity to obtain a master's degree, and to provide members of the teaching profession with the opportunity to enhance their competencies and knowledge in the area of elementary education. Inherent in the guiding philosophy is the assumption that graduate study includes more than the passing of prescribed courses and the meeting of minimum requirements. All students who receive graduate degrees must possess a broad knowledge of the literature of their field of study, be capable of sustained study, exhibit the power of independent thinking, and possess reasonable knowledge of the techniques of research.

Oglethorpe University offers a program leading to the Master of Arts degree in either early childhood education or middle grades education. Graduates are eligible for T5 certification in Georgia. A minimum of 25 percent of the courses used to meet degree requirements will contain a field-based component.

Completion of the master's program requires the following steps:

1. Full admission to the graduate program.
2. Admission to candidacy; apply after completion of 12 semester hours graduate credit at Oglethorpe.
3. Satisfactory completion of a comprehensive final examination. Apply after completion of all required courses but not sooner than one semester prior to expected graduation.
4. Completion of 36 semester hours approved credit. Application for graduation should be made in the Registrar's Office by mid-October prior to graduation the following May or August.

Admission

Upon recommendation of the chair of the Teacher Education Council and approval of the Teacher Education Council, a person holding a bachelor's degree in an approved field of education from an accredited college or university may be admitted to the graduate program. In addition to general requirements prescribed, the applicant must submit transcripts of all previous work completed; satisfactory scores on either the Graduate Record Examination (verbal and quantitative), the National Teacher Examination (core battery), or the Miller Analogies Test; two recommendations (form provided) from previous colleges attended and/or employers; and, when deemed necessary, take validating examinations or preparatory work.

Students who do not have a Georgia T4 certificate in either early or middle grades must contact the Graduate Admissions Counselor regarding evaluation prior to admission. Candidates not previously prepared for teaching must meet requirements for first professional certification before completing requirements for the master's degree.

Application forms may be obtained from the Admissions Office of the University. Completed forms should be returned to the Admissions Office as soon as possible but at least 20 days prior to the semester in which the applicant expects to enroll. These forms should be accompanied by a \$25 application fee (non-refundable). All material (completed forms, fee transcripts, and test scores) should be sent directly to the Admissions Office, Oglethorpe University, 4484 Peachtree Road, Atlanta, Georgia 30319-2797.

If an applicant does not choose to enter the graduate program in the semester indicated on the application, the applicant should notify the Admissions Office of the change and indicate a new date of entrance, if applicable. Otherwise, the original admission will be cancelled, the file discontinued, and a new application may be required for admission at a later date.

Admission to the graduate program does not imply ultimate acceptance as a candidate for an advanced degree. For admission to candidacy, see the section Admission to Candidacy.

Classification

Students may be admitted to the graduate program under any one of the following classifications:

Regular. A student who has a cumulative grade-point average of at least 2.5 on a 4.0 scale, satisfactory scores on the GRE, NTE, or MAT, and the recommendation of the chair of the Education Division, and who has completed all prerequisites required for admission may be admitted as a regular graduate student.

Graduate Applicant. Requirements for admission as a graduate applicant are the same as for regular admission. A student would apply in this category if he or she planned on pursuing a graduate degree but for some reason was unable to complete the admission file before the start of the semester. Persons admitted as graduate applicant students may be credited a maximum of 12 semester hours toward the Master of Arts degree while awaiting full admission to the program.

A senior within six semester hours of completing requirements for the bachelor's degree may be permitted to enroll in courses for graduate credit provided that: (1) the student has the permission of the chair of the Education Division; (2) the student is otherwise qualified for admission to graduate study except for the degree; and (3) the total load in a semester would not exceed 15 semester hours. Under no circumstances may a course be used for both graduate and undergraduate credit.

Unclassified (Non-degree seeking). The student must present transcripts and verification of an undergraduate degree in education, including satisfactory completion of student teaching. Students applying in this category would be renewing a certificate or taking classes for personal enrichment. Up to six semester hours of credit earned by a student in this category may be counted toward the degree

only if the student is admitted to the Graduate Education Program and the chair of the Education Division approves.

Transient. A student in good standing in another recognized graduate school who wishes to enroll in the graduate program of Oglethorpe University and who plans to return thereafter to the former institution may be admitted as a transient graduate student. In lieu of full transcripts and regular applications the student must submit a transient student application form completed by the graduate dean listing specific courses to be taken for credit. Any student admitted on this basis should understand that registration terminates upon the completion of the work authorized by the degree-granting institution. If later electing to seek a degree from Oglethorpe University, the student must make formal application for admission and may petition to have credit earned as a transient student applied toward the degree at the University.

Admission to Candidacy

Application for admission to candidacy for the Master of Arts degree must be filed with the chair of the Education Division after the student has 12 semester hours of graduate study at Oglethorpe University. Admission to candidacy would be given or refused following an examination of the overall work of the student and careful review of the work completed at Oglethorpe. Notice of action taken on application for admission to candidacy will be given in writing to the student and to the student's adviser. The student seeking the Master of Arts degree must furnish proof to the chair of the Education Division or to the Graduate Admission Counselor of eligibility for first professional certification or include appropriate make-up work in the program.

Residence. At least 30 semester hours of graduate work must be completed on campus.

Time Limit. In any graduate program all work (including the comprehensive examination) must be completed within a six-year period. It is expected that the student will complete the program with reasonable continuity.

Transfer, Extension, Correspondence Credit. A maximum of six semester hours of graduate credit may be transferred from another accredited institution subject to the following conditions: (1) transfer credit will not be considered prior to admission to candidacy; (2) work already applied toward another degree cannot be accepted; (3) work must have been completed within the six-year period allowed for the completion of degree requirements; (4) work must have been applicable toward a graduate degree at the institution where the credit was earned; (5) work offered for transfer must have the approval of the Education Division; and (6) acceptance of the transfer credit does not reduce the residence requirement.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.

Advisement

Upon admission to the graduate program, each student is assigned to a member of the graduate faculty in education who serves as adviser and guides the student in planning a program of study.

Registration

Registration dates for each semester are listed in the University Calendar at the front of this *Bulletin*. Several weeks prior to the beginning of each semester, students may obtain from the Registrar's Office a schedule of classes for that particular semester. Graduate summer sessions may vary slightly either as to dates or length of course.

Course Load

The maximum course load for any graduate student is 12 credit hours per regular semester or six credit hours in a summer session. In some cases, students may take nine hours in the summer by special permission if previous performance has been excellent. A person working more than 30 hours per week normally may not register for more than six hours credit per semester. In all cases, the graduate student is urged to register for only the number of hours which can be successfully completed.

Tuition and Fees

Graduate students are charged at the rate of \$340 (1992-93 rate) per three semester hour course. An application fee (non-refundable) of \$25 must accompany the application.

An application for degree must be made by mid-October in the Registrar's Office prior to completion of degree requirements the following December, May, or August at which time a \$65 graduation fee is due.

All fees are subject to change. Please inquire with the Business Office for current fee information.

Withdrawals and Refunds

Students who find it necessary to drop courses or change courses must secure a Drop/Add form from the Registrar's Office. Refunds are subject to the same requirements as explained in the section on Tuition and Costs.

Grading

The quality of work of courses taken in the graduate program is indicated by the marks A, B, C, D, and F. Grades of I and W are reserved for special cases. Listed below are requirements for each of these grades:

- A — Excellent, with four quality points for each credit hour
- B — Good, with three quality points for each credit hour
- C — Poor, with two quality points for each credit hour
- D — Unsatisfactory work
- F — Failing work or unofficial withdrawal

I — 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 of "I" may be assigned. In such cases, the instructor and student shall draw up a contract indicating specifically the work the student must complete as well as a date by which the work will be submitted, and the grade which will be given if the student fails to complete that work. After the student has read and signed the contract, it shall be filed with the Registrar as promptly as the circumstances permit.

W — Official withdrawal may be permitted if the student's progress is interrupted by illness or other emergencies.

Standards

Candidates for the master's degree must meet the following academic standards:

1. The student's overall grade-point average for work submitted in the graduate program must be 3.0 or higher.
2. If, in any case, the candidate fails to maintain satisfactory academic standards a review by the Teacher Education Council will determine the student's continuation in a graduate program.

Any student will be placed on academic probation who falls below a "B" average (GPA of 3.0) or has a total of two course grades of "C" or below.

Any student will be dismissed from the graduate program who receives a third grade of "C" or less or who does not achieve a "B" average upon completion of three additional graduate courses.

Comprehensive Final Examination

A comprehensive final examination is required of all candidates for the master's degree at or about the time all other requirements have been met. The following regulations govern the administration of the comprehensive examination:

1. The student must be registered when taking the examination.
2. The examinations are developed and administered by such members of the graduate faculty as may be appointed by the chair of the Education Division.
3. The examination may cover all work prescribed by the student's program of work, including transferred work.

Graduation

Graduation exercises are held twice a year at Oglethorpe — in May and in August. Diplomas are awarded at these ceremonies.

Course Requirements

The program leading to the master's degree will require a minimum of 36 semester hours of course credit beyond the bachelor's degree as outlined below:

Early Childhood Education

- Area I. Professional Education..... 12 hours
- 6601 Foundations of Research in Education
 - 6611 Psychological Foundations of Learning
 - 6621 Historical and Philosophical Foundations of Education
 - 6643 Growth and Development: The Young Child
- Area II. Curriculum and Teaching..... 21 hours
- 6631 Foundations of Reading Instruction
- Select two of the following courses:**
- 6641 Programs of Early Childhood Education
 - 6645 Principles and Practices in Early Childhood Education
 - 6644 Creative Experiences in Early Childhood Education
- Language Arts - Select one:**
- 6613 Language Arts for Elementary Schools
 - 6616 Children's Literature
- Mathematics - Select one:**
- 6614 Mathematics for Elementary Schools
 - 6651 Topics in Mathematics
- Science - Select one:**
- 6615 Science for Elementary Schools
 - 6652 Topics in Science
- Social Studies - Select one:**
- 6612 Social Studies for Elementary Schools
 - 6656 Topics in Social Studies
 - 6657 Issues in Social Studies
- Area III. Electives - **Select one** 3 hours
- 6625 The Exceptional Child - will replace the elective for any student who has not had an equivalent course.

Middle Grades Education

- Area I. Professional Education..... 12 hours
- 6601 Foundations of Research in Education
 - 6611 Psychological Foundations of Learning
 - 6621 Historical and Philosophical Foundations of Education
 - 6623 The Middle School Learner
- Area II. Curriculum and Teaching..... 18 hours
- 6631 Foundations of Reading Instruction
- Select three courses from one of the following concentrations and two courses from a second concentration:**
- Language Arts**
- 6613 Language Arts for Elementary Schools (required)
 - 6616 Children's Literature
 - 6634 Individualizing Reading Instruction
 - 6636 Reading in the Content Areas

Mathematics

6614 Mathematics for Elementary Schools (required)

6651 Topics in Mathematics

6654 Computers in the Classroom: Applications

Science

6615 Science for Elementary Schools (required)

6652 Topics in Science

6654 Computers in the Classroom: Applications

Social Studies

6612 Social Studies for Elementary Schools (required)

6656 Topics in Social Studies

6657 Issues in Social Studies

Area III. Electives - **Select two** 6 hours

Course Descriptions

***6601. Foundations of Research in Education3 hours**

This course investigates the nature and principles of qualitative and quantitative research in education with particular emphasis upon the interpretation and design of basic research in education. Includes use and interpretation of statistical data. Offered fall semester and summer session of odd-numbered years.

***6611. Psychological Foundations of Learning3 hours**

This course examines the nature and facilitation of student learning. Teaching methods and skills are considered. Offered spring semester and summer session of even-numbered years.

6612. Social Studies for Elementary Schools3 hours

This course enhances the teaching abilities and creativity of the teacher of social studies in the elementary schools. The unit approach is emphasized and students are expected to develop an interdisciplinary social studies unit on a pertinent topic. Offered summer session.

6613. Language Arts for Elementary Schools3 hours

Elementary language arts curriculum goals, content, and teaching problems are considered in sequence from kindergarten through the eighth grade. Offered spring semester of odd-numbered years.

6614. Mathematics for Elementary Schools3 hours

Applications of general teaching methods to mathematics and the study of mathematics materials, programs, and teaching skills are included in this course. Offered fall semester.

6615. Science for Elementary Schools3 hours

This course focuses on developing the skills and attitudes needed to teach today's activity-oriented science curricula. Each participant can adapt work to her or his needs and interests through choice of readings, activities, and development of materials. Offered summer session of odd-numbered summers.

6616. Children's Literature3 hours

A course designed to enhance the competence and creativity of the teacher in utilizing children's literature for the elementary and middle school. Offered fall semester of even-numbered years.

- 6617. Music for Elementary Schools3 hours**
 A course designed to enhance the competence and creativity of the teacher in music for the elementary school. Offered spring semester of even-numbered years.
- 6618. Art for Elementary Schools3 hours**
 A course designed to enhance the competence and creativity of the teacher in art for the elementary school. Offered fall semester.
- *6621. Historical and Philosophical Foundations of Education3 hours**
 A study of the historical and philosophical foundations of education from antiquity to the present. The reading, discussion, and analysis of significant primary texts will be an important component of the course. Offered spring semester.
- 6622. Educational Media3 hours**
 The course studies operation of audio-visual equipment; techniques of producing a variety of graphics, slides, transparencies and tapes; and use of media for teaching. Class members plan and produce a series of materials for their own teaching situations. Offered summer session of even-numbered years.
- 6623. The Middle School Learner3 hours**
 Emphasis is on the nature of the middle school child, including characteristics, needs, and assessment. Methods of using the curriculum and educational program to meet the diverse educational needs of the middle school learner are examined as they relate to the nature of the child. Offered summer session.
- 6624. Models of Teaching3 hours**
 This course examines and compares a variety of approaches to teaching. The approaches examined help stimulate creative learning environments; foster thinking which can be used to analyze, compare, and contrast various modes of instruction; and provide alternative teaching strategies to educators. Taught occasionally.
- 6625. The Exceptional Child3 hours**
 This course addresses teaching atypical students in the regular academic setting. Course content will concern students who have difficulty learning, how they can be identified, and what can be done by classroom teachers to help them. Emphasis is given to basic understanding of a variety of learning difficulties, information about screening procedures, and appropriate instructional procedures for the regular classroom. How to make referrals and work with specialists in the various areas of learning disabilities will be included. (May not be taken for credit if requirements of House Bill 671 have already been fulfilled.) Offered fall semester and summer session.
- 6626. Practicum in Early Childhood Education 3 or 6 hours**
 Practicum, with in-school component, designed to qualify add-on certificate in early childhood grades.
- 6627. Practicum in Middle Grades Education 3 or 6 hours**
 Practicum, with in-school component, designed to qualify add-on certificate in middle grades.
- 6629. Special Topics in CurriculumT.B.A.**
 Content to be determined; course may be taken for credit more than once.
- *6631. Foundations of Reading Instruction3 hours**
 A study of the nature of reading with emphasis given to the skills required in reading. Basic principles, techniques, methods, and materials which provide for differentiated instruction are considered. A whole language approach is emphasized. Offered fall semester and summer session of even-numbered years.

6634. Individualizing Reading Instruction3 hours

A study of the nature of reading problems. Practice is given in the administration and interpretation of formal and informal diagnostic procedures. Corrective and remedial techniques, materials, and procedures will be studied. Emphasis will be given to less severe disabilities. This course is designed for the experienced teacher. Offered spring semester of odd-numbered years. Prerequisite: 6631 or equivalent.

6636. Reading in the Content Areas3 hours

Emphasizes techniques for developing proficiency in reading in content fields; study skills and rate improvement will be included. Course requirements and content will be consistent with needs of upper elementary and secondary teachers. Offered fall semester of odd-numbered years.

6640. The Teacher as Writer3 hours

This course is designed to give teachers and future teachers an opportunity to engage in the writing process in order to conceptualize, write, and submit for publication a piece of writing related to an academic or professional interest. An important feature of the course will be the creation of a community of writers within the class. Offered spring semester of even-numbered years. Prerequisite: Permission of the instructor.

6641. Programs of Early Childhood Education3 hours

A general study of current American early childhood programs, the course will include examination of the theories of human development underlying the various programs. Offered spring semester of odd-numbered years.

6643. Growth and Development: The Young Child3 hours

A study of growth and development from infancy through fourth grade. Included are theories which describe physical, social, emotional, and intellectual development and the ways in which these relate to learning. Offered spring semester.

6644. Creative Experiences in Early Childhood Education3 hours

This course is designed to provide methods and materials for developing creativity in the young child. The emphasis is on utilizing children's literature, music, art, and movement education to provide a well-rounded program for young children. Offered summer session.

6645. Principles and Practices in Early Childhood Education3 hours

Through individualization of program planning this course provides the student with increased proficiency in working with the concepts, understandings, and generalizations, as well as the knowledge and skills, which apply to the various curriculum areas commonly ascribed to the area of early childhood education. It uses a systematic plan whereby the student, under close personal guidance, will gain practical experience in applying theory to practice. Emphasis will be determined primarily from the individual student's need assessment. Offered fall semester.

6651. Topics in Mathematics3 hours

This course emphasizes content for topics of contemporary interest through middle grades mathematics. Offered fall semester of odd-numbered years. Prerequisite: Admission to the Graduate Program.

6652. Topics in Science3 hours

This course emphasizes content for topics of contemporary interest through middle grades science. Offered fall semester of even-numbered years. Prerequisite: Admission to the Graduate Program.

6653. Computers in the Classroom: Programming3 hours

This course introduces the teacher to computer and disk commands for the Apple computer. Proficiency in writing BASIC educational programs is developed and LOGO programming is introduced. Taught occasionally.

6654. Computers in the Classroom: Applications3 hours

Applications commonly used by teachers for production, management, and instruction are introduced and used in an educational context. Included are word processing (handouts), outliners (lesson plans and transparencies), databases and spreadsheets (grades), and text with graphics (newsletters). All applications selected are for the Apple II series or Macintosh computers. Offered fall semester of even-numbered years.

6656. Topics in Social Studies3 hours

This course emphasizes content and related teaching methods relevant to the teaching of social studies curriculum. Offered fall semester of odd-numbered years.

6657. Issues in Social Studies3 hours

Diverse issues relevant to the social studies are analyzed in this course. Offered fall semester of even-numbered years.

6658. Instructional Management Systems3 hours

An in-depth study of instructional design principles, evaluation techniques, micro-teaching, and classroom management strategies. Techniques and research in these areas will be studied and applied. Taught occasionally.

*Courses required for all graduate students.

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Church

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Crawford Long Hospital

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Trainer Wortham Company, Inc.

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Partner
Peat Marwick Main & Company

M. Collier Ross
Retired Lieutenant General
United States Army

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Executive Director
The Exposition Foundation

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Chamberlain, Hrdlicka, White,
Johnson & Williams

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Partner
Ernst & Young

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Atlanta

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Features Editor
The Atlanta Journal/Constitution

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Oglethorpe University

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Director of Resident Services
St. Anne's Terrace

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Attorney
James H. Lewis & Associates

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Homemaker

Sidney Mobley Moss '59
Bond Sales Assistant
Trust Company

Eric M. Scharff '63
General Manager
Razzi, Inc.

Larry C. Shattles '67
President
Kelly/Shattles & Co.

Horace E. Shuman '80
Vice President
Bank South

Nancy Schaller Simmons '60
Real Estate Agent
Harry Norman Realtors

Charolette Shirah Steed '62
Realtor, Broker, Owner
ReMax Marietta West

Timothy P. Tassopoulos '81
Director, Free Standing Unit Operations
Chick-Fil-A

The Faculty

(Year of appointment in parenthesis)

- G. Malcolm Amerson (1968)
James Edward Oglethorpe
Professor of Biology
B.S., Berry College
M.S., Ph.D., Clemson University
- Keith H. Aufderheide (1980)
Professor of Chemistry
B.S., Wilmington College
Ph.D., Miami University
- Keith E. Baker (1983)
Director of Accounting Studies
B.S., Youngstown State University
M.A., University of Florida
C.P.A., Georgia
- Robert A. Blumenthal (1989)
Professor of Mathematics
B.A., Stanford University
Ph.D., Washington University
- Charlotte Lee Boggus (1990)
Director of the Drama Program
B.A., Oglethorpe University
M.F.A., University of Georgia
- James A. Bohart (1972)
Assistant Professor of Music
B.S., M.M., Northern Illinois
University
- William L. Brightman (1975)
Professor of English
A.B., Ph.D., University of Washington
- Laura M. Calkins (1990)
Assistant Professor of Asian History
B.A., James Madison College of
Michigan State University
M.Sc., London School of Economics
and Political Science
M.A., Ph.D., School of Oriental and
African Studies, University of
London
- Anthony S. Caprio (1989)
Provost and Professor
B.A., Wesleyan University
M.A., Ph.D., Columbia University
- Ronald L. Carlisle (1985)
*Professor of Computer Science and
Mathematics*
Director of Computer Services
B.A., Emory University
M.A., Atlanta University
Ph.D., Emory University
- John M. Carter (1990)
Assistant Professor of Education
B.A., Elon College
M.A., University of North Carolina
Ph.D., University of Illinois
- Barbara R. Clark (1971)
Professor of English
B.A., Georgia State University
M.A., University of Kansas
M.P.A., Georgia State University
Ph.D., University of Georgia
C.P.A., Georgia
- John A. Cramer (1980)
Professor of Physics
B.S., Wheaton College
M.A., Ohio University
Ph.D., Texas A&M University
- Timothy H. Hand (1990)
Assistant Professor of Psychology
B.S., Central Michigan University
M.S., Ph.D., McGill University
- Bruce H. Hetherington (1980)
Professor of Economics
B.B.A. Madison College
M.A., Ph.D., Virginia Polytechnic
Institute

- Raymond J. Kaiser (1986)
Assistant Professor of Mathematics
B.S., University of Notre Dame
M.S., Ph.D., Louisiana State
University
- Nancy H. Kerr (1983)
Professor of Psychology
B.A., Stanford University
Ph.D., Cornell University
- Joseph M. Knippenberg (1985)
Assistant Professor of Political Studies
B.A., James Madison College of
Michigan State University
M.A., Ph.D., University of Toronto
- John B. Knott, III (1971)
Executive Vice President
A.B., University of North Carolina
M.Div., Duke University
Ph.D., Emory University
- Ann C. Kruger (1991)
Assistant Professor of Psychology
B.A., Florida State University
M.A., Ph.D., Emory University
- Brian K. Ladd (1990)
Assistant Professor of European History
B.A., Grinnell College
M.A., Ph.D., Yale University
- Jay Lutz (1988)
Assistant Professor of French
B.A., Antioch University
M.A., Ph.D., Yale University
- Douglas McFarland (1992)
Assistant Professor of English
B.A., Pomona College
M.A., San Francisco State University
Ph.D., University of California
- Mary M. Middleton (1988)
Associate Professor of Accounting
B.S., M.S., University of Virginia
Ph.D., University of Georgia
- Vienna Kern Moore (1987)
Assistant Professor of Education
*Vera A. Milner Professor of Elementary
Education*
B.A., University of North Carolina at
Greensboro
M.A., East Tennessee State University
Ph.D., University of Minnesota
- Philip J. Neujahr (1973)
Professor of Philosophy
B.A. Stanford University
M.Phil., Ph.D., Yale University
- Lloyd Nick (1984)
Director of Art Programs
*Director of the Oglethorpe University
Museum*
B.F.A., Hunter College
M.F.A., University of Pennsylvania
- Ken Nishimura (1964)
Professor of Philosophy
A.B., Pasadena College
M.Div., Asbury Theological Seminary
Ph.D., Emory University
- John D. Orme (1983)
Associate Professor of Political Studies
B.A., University of Oregon
M.A., Ph.D., Harvard University
- Madeleine Picciotto (1988)
Assistant Professor of English
Writing Program Director
B.A., Princeton University
M.A., Columbia University
Ph.D., Princeton University
- W. Irwin Ray (1986)
Director of Musical Activities
B.M., Samford University
M.C.M., D.M.A., Southern Baptist
Theological Seminary
- Michael K. Rulison (1982)
Professor of Physics
B.S., University of Illinois
M.S., Ph.D., University of Georgia
- John A. Ryland (1985)
Librarian
B.A., M.A., Florida State University
Bibliotekarseksamen, Royal School of
Librarianship-Copenhagen
- Daniel L. Schadler (1975)
Professor of Biology
A.B., Thomas More College
M.S., Ph.D., Cornell University
- William O. Shropshire (1979)
Callaway Professor of Economics
B.A., Washington and Lee University
Ph.D., Duke University

-
- Donald S. Stanton (1988)
President
 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
- John C. Stevens (1975)
Professor of Education
 A.B., University of Denver
 M.Ed., Ed.D., University of Georgia
- Brad L. Stone (1982)
Professor of Sociology
 B.S., M.S., Brigham Young University
 Ph.D., University of Illinois
- William F. Straley (1990)
Associate Professor of Business Administration
 M.S., M.B.A., Georgia State University
 Ph.D., Auburn University
- Linda J. Taylor (1975)
Professor of English
 A.B., Cornell University
 Ph.D., Brown University
- John A. Thames (1977)
Dean of Continuing Education
 B.A., Vanderbilt University
 M.A., Columbia University
 Ed.D., University of Southern California
- David N. Thomas (1968)
Professor of History
 A.B., Coker College
 M.A., Ph.D., University of North Carolina
 D.H., Francis Marion College
- J. Dean Tucker (1988)
Associate Professor of Business Administration and Economics
Mack A. Rikard Chair in Business Administration and Economics
 B.S., M.A., Ohio State University
 Ph.D., Michigan State University
- Victoria L. Weiss (1977)
Professor of English
Manning M. Pattillo Professor of Liberal Arts
 B.A., St. Norbert College
 M.A., Ph.D., Lehigh University
- Monte W. Wolf (1978)
Professor of Chemistry
 B.S., University of California
 Ph.D., University of Southern California
- Alan N. Woolfolk (1989)
Associate Professor of Sociology
 B.S., M.A., University of Pennsylvania
 M.S., University of Oregon
 Ph.D., University of Pennsylvania
- Philip P. Zinsmeister (1973)
Professor of Biology
 B.S., Wittenberg University
 M.S., Ph.D., University of Illinois

Professors Emeriti

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Librarian Emeritus
 B.A., M.Ln., Emory University
- Charlton H. Jones (1974)
Professor Emeritus of Business Administration
 B.S., University of Illinois
 M.B.A., Ph.D., University of Michigan
- J. Brien Key (1965)
Professor Emeritus of History
 A.B., Birmingham-Southern College
 M.A., Vanderbilt University
 Ph.D., The Johns Hopkins University
- James R. Miles (1950)
Professor Emeritus of Business Administration
 A.B., B.S., University of Alabama
 M.B.A., Ohio State University

Henry S. Miller (1974)

Professor Emeritus of Economics
A.B., M.A., Ph.D., Columbia
University

David K. Mosher (1972)

Professor Emeritus of Mathematics
B.A., Harvard University
B.S.A.E., Ph.D., Georgia Institute of
Technology

Philip F. Palmer (1964)

Professor Emeritus of Political Studies
A.B., M.A., University of New
Hampshire

T. Lavon Talley (1968)

Professor Emeritus of Education
B.S., M.S., Ed.D., Auburn University

Louise M. Valine (1978)

Professor Emerita of Education
B.S., University of Houston
M.Ed., University of Georgia
Ed.D., Auburn University

Martha H. Vardeman (1966)

Professor Emerita of Sociology
B.S., M.S., Auburn University
Ph.D., University of Alabama

George F. Wheeler (1953)

Professor Emeritus of Physics
A.B., Ohio State University
M.A., California Institute of
Technology

Administration

(Year of appointment in parenthesis)

Donald S. Stanton (1988)

President

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

Anthony S. Caprio (1989)

Provost

B.A. Wesleyan University
M.A., Ph.D., Columbia University

Paul L. Dillingham (1984)

Vice President for Development

B.S., University of Kentucky

John B. Knott, III (1971)

Executive Vice President

A.B., University of North Carolina
M.Div., Duke University
Ph.D., Emory University

Donald R. Moore (1986)

*Vice President for Student Affairs/Dean of
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B.A., Emory University

J.D., Emory University School of Law

Manning M. Pattillo, Jr. (1975)

Honorary Chancellor

B.A., University of the South
A.M., Ph.D., University of Chicago
LL.D., LeMoyne College
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Kenneth B. Stark (1989)

*Executive Director of University
Communications*

B.J., University of Missouri

John A. Thames (1977)

Dean of Continuing Education

B.A., Vanderbilt University
M.A., Columbia University
Ed.D., University of Southern
California

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Brenda Hillman
*Head Women's Basketball Coach
Volleyball Coach*

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*Head Soccer Coach
Assistant Tennis Coach*

Pete Meyer
*Head Baseball Coach
Superintendent of Fields*

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Head Cross Country and Track Coach

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Intramural Director*

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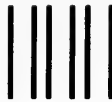
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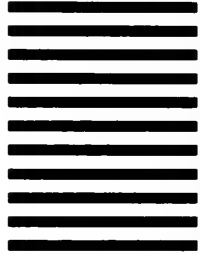


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