

# OXFORD COLLEGE CATALOG



2015 - 2016



EMORY



OXFORD  
COLLEGE

Oxford College of Emory University  
Oxford College 2015-2016 Catalog  
Published by the Office of Academic Services  
Photo courtesy of Catherine T. Wooten  
Oxford College; Oxford, Georgia 30054

Provisions of this catalog and policies and regulations of Oxford College of Emory University may be revised, supplemented or amended at any time by action of the appropriate Oxford College authorities. All policies remain under ongoing review and are subject to change.

Oxford College of Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in university programs and in use of facilities without such discrimination.

The College also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to Emory University, Office of Equity and Inclusion, Administration Bldg., 201 Dowman Drive, Suite 305; Atlanta, GA 30322.

If you are a person with a disability and wish to acquire this publication in an alternative format, please contact Academic Services, Seney Hall, Oxford College; Oxford, Georgia 30054

## Academic Calendar 2015 – 2016

### Fall Semester 2015

#### August

August 17 – 20	Monday – Thursday	International Student Orientation
August 21 – 25	Friday – Tuesday	New Student Orientation
August 25	Tuesday	Registration of New and Returning Students (\$150 late fee after this date)
August 26	Wednesday	First Day of Classes

#### September

September 2	Wednesday	Last Day for Course Add/Drop/Swap
September 7	Monday	Labor Day Holiday
September 11	Friday	Degree Application Deadline for Fall 2015
September 16	Wednesday	Date of Record for Reporting Enrollment

#### October

October 12 – 13	Monday – Tuesday	Fall Break
October 14	Wednesday	Midterm Deficiency Reports Due (Faculty)
October 16	Friday	Midterm Withdrawal Deadline Without Penalty (Students)

#### November

November 3	Tuesday	Spring 2016 Pre-Registration for Sophomores
November 5	Thursday	Spring 2016 Pre-Registration for Freshmen
November 13	Friday	Last Day for One-Time Freshman Withdrawal
November 25 – 27	Wednesday – Friday	Thanksgiving Break

#### December

December 3 - 7	Thursday - Monday	Physical Education Exams
December 8	Tuesday	Last Day of Classes
December 9	Wednesday	Reading Day
December 10 – 11	Thursday – Friday	Final Exams
December 14 – 16	Monday – Wednesday	Final Exams
December 19	Saturday	End of Fall 2015 Term/Conferral of Degree

December 17, 2015 – January 8, 2016      Interim Term 2016

### Spring Semester 2016

#### January

January 11	Monday	Emory Connections Day
January 12	Tuesday	First Day of Classes
January 18	Monday	Martin Luther King Jr. Holiday
January 19	Tuesday	Last Day for Course Add/Drop/Swap

#### February

February 3	Wednesday	Date of Record for Reporting Enrollment
February 5	Friday	Degree Application Deadline for Spring 2016



## March

March 2	Wednesday	Midterm Deficiency Reports Due (Faculty)
March 4	Friday	Midterm Withdrawal Deadline Without Penalty (Students)
March 7 – 11	Monday - Friday	Spring Break
March 29	Tuesday	Fall 2016 Pre-Registration for Sophomores
March 31	Thursday	Fall 2016 Pre-Registration for Freshmen

## April

April 1	Friday	Last Day for One-Time Freshman Withdrawal
April 21 – 25	Thursday - Monday	Physical Education Exam
April 25	Monday	Last Day of Classes
April 26	Tuesday	Reading Day
April 27 – 29	Wednesday – Friday	Final Exams
May 2 – 4	Monday – Wednesday	Final Exams

## May

May 7	Saturday	Oxford College Commencement
-------	----------	-----------------------------

## Summer Semester 2016

### First session

May 16	Monday	First Day of Classes
May 20	Friday	End of Drop/Add period
May 30	Monday	Memorial Day

### June

June 22	Wednesday	Last Day of Classes
June 23 – 24	Thursday - Friday	Final Exams

### Second session

June 27	Monday	First Day of Classes
---------	--------	----------------------

### July

July 1	Friday	Summer 2016 Degree Application Deadline
July 1	Friday	End of Drop/Add period
July 4	Monday	Independence Day Holiday

### August

August 3	Wednesday	Last Day of Classes
August 4 - 5	Thursday – Friday	Final Exams
August 5	Friday	End of Summer 2016 Term/Conferral of Degree
August 9	Tuesday	Date of Record

## **Oxford College Profile**

Emory University offers two academically equivalent yet distinctively different educational programs for the freshmen and sophomores. Oxford College is located thirty-eight miles east of Atlanta in the village of Oxford, Georgia, on the campus where Emory was founded in 1836. Nine hundred students, one fifth of the Emory freshman and sophomore classes, enroll on the Oxford campus where they pursue a liberal arts intensive program for the first two years of their Emory baccalaureate degree.

Oxford College concentrates on development of students' intellectual, social, and personal capacities, as these are understood in the liberal arts tradition. In their third and fourth years, Oxford students join their classmates on the Atlanta campus where they focus on their majors and have immediate access to the resources of one of the world's leading research communities. Oxford College offers the advantages of (1) faculty who come to Oxford because they recognize the transformative potential of the first two baccalaureate years, (2) small classes averaging seventeen students (the largest class is thirty three), (3) challenging yet supportive personal working relationships between faculty and students, (4) an environment that provides extensive opportunities for student participation and leadership, and (5) an exceptionally strong sense of supportive community among students, faculty, and staff.

Oxford's liberal arts intensive character is expressed more in pedagogy than in curriculum. In-class discussion and debate, problem-based learning, case studies, individual and team research projects and presentations, frequent writing, and detailed analysis of texts are among teaching strategies that the faculty employs. A consistent theme throughout is to compel students to become engaged, active learners so that ultimately they acquire knowledge, skills, and understanding as a result of their own mental effort and discipline. Students are urged to go beyond the syllabus and to think creatively in deepening their knowledge and connecting what they learn in one course with what they have learned elsewhere. These teaching strategies are possible because of Oxford's small classes and the faculty's commitment to working with students as individuals.

All Oxford students live on campus in college housing, and residential life is an integral part of the Oxford educational program and the Oxford experience. Clubs, varsity and intramural sports, student theatrical and musical productions, personal development, and leadership training are among the activities that attract high levels of participation. There is an active program of weekly social and cultural events. Oxford students are generous with their time and concern and serve the Newton County community through Volunteer Oxford, the Bonner Leaders program, and extensive use of service learning in classes. One of Oxford's special assets is the ethnic, racial, socioeconomic, and geographic diversity of its students. The closeness of the Oxford community means that students are quickly known as

individuals rather than as representatives of a group, and students report that often their most profound experiences are learning from others who are different from them. Oxford students form life-long friendships and say that when they move to the Atlanta campus as juniors, they go with three hundred friends.

Oxford College is unique. Students spend two years in an intimate, challenging, yet supportive community where they develop as scholars and as persons and then move on to a rich research university environment where the resources and opportunities are unlimited. For many students, it is the perfect combination.

Oxford College of Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404.670.4501) to award the Associate of Arts degree. In addition, the University Senate of the United Methodist Church accredits Oxford College.

## **Academic Program**

### **Academic Advisors**

Every student is assigned a faculty member who serves as that student's academic advisor. Academic Services attempts, as much as possible, to align assignments based on the student's academic interests as indicated at the time of enrollment. Students who wish to change advisors should consult Oxford's Assistant Dean of Academic Services. Students meet with their advisor periodically throughout each semester. Advisor signatures are required for registration, drop/add, and other changes to a student's enrollment after registration. Advisors will assist students in their transition from high school to college and in their selection of courses, major, and career. While advisors provide assistance, each student is responsible for knowing and meeting the requirements for graduation explained in this catalog.

### **Academic Load and Credit**

The standard unit of credit in the semester system is the semester hour. Most courses earn four semester hours of credit, meeting for 195-200 minutes a week. However, physical education classes earn one semester hour of credit and also meet for 195-200 minutes per week. Laboratories for science courses meet an additional three hours per week.

### **Accessibility**

Access, Disability Services and Resources (ADSR) works in partnership with the college and students to help provide equal access to educational opportunities for students with disabilities. In order to ensure access and accommodations that support students to attain their academic goals, ADSR staff and our campus partners work actively to reduce barriers in the physical, electronic, and social environments of the campus. These practices encourage accessibility for all learners who wish to participate in what Oxford College and Emory University has to offer.

## **Continuation to Emory College**

Early each Spring semester, the staff, administration, and faculty of Oxford and Emory colleges work to give Oxford's rising juniors the information and guidance required to continue as Emory College juniors as seamlessly as possible. This includes a required event, Emory Connections Day, on the Atlanta campus for all Oxford sophomores before the start of the Spring semester. This will take place the day before Spring classes begin on January 11, 2016. Oxford students are also encouraged to begin acquainting themselves with the Atlanta campus in their first year at Oxford. Frequent shuttle service to the Atlanta campus is provided for students (consult Campus Life for details).

## **Course Load Requirements**

An average course load is 17 hours per semester (four 4-hour courses plus physical education). Students may not take fewer than 12 hours nor more than \*22 hours, plus physical education in any one semester. (\*Special permission is required for more than 19 hours, see overload procedures for details). Students must normally enroll for the minimum full-time load of 12 credits, except that a student in the fifth or sixth semester of work is not required to enroll for more credits than are needed to complete the degree.

## **Courses of Study**

Oxford students who complete a minimum of sixty-six hours: sixty-four academic hours and two physical education hours, and meet the General Education Program distribution requirements with a minimum cumulative grade-point average of 2.0, receive the Associate of Arts degree, and thereby qualify to continue as juniors at Emory College.

## **Criteria for Overloading** (enrolling in more than nineteen hours per semester)

In order to become eligible to overload, a student must complete one semester or more at Oxford and have achieved a 3.0 or higher cumulative grade point average or be in the last term before graduating and have a minimum cumulative grade point average of 2.0. Students not meeting the criteria must receive special permission to overload from the Assistant Dean for Academic Services by completing the Request for Overload form with their academic advisor and submitting it to the Office of Academic Services.

## **New Student Orientation**

Oxford College offers an orientation program prior to the start of all semesters. All new students are required to attend in order to become familiar with the campus, meet members of the faculty and staff, take placement tests, participate in the advising process and register for classes. New students will be informed about dates and locations of orientation activities. Parents are encouraged to attend events on the first day of orientation, meet the faculty and administration, and become acquainted with the educational philosophy of Oxford College. Students entering

Oxford College in the Spring semester have a one-day orientation program prior to the start of classes.

### **Overload Procedures**

Students must receive special permission from the Assistant Dean of Academic Services to take more than nineteen semester hours. To take more than nineteen hours, they must have permission from their faculty advisor and the Assistant Dean of Academic Services. Students with outstanding incomplete course grades may not overload in credits in subsequent semesters.

### **Readmission**

To return to Oxford after withdrawing or being absent for one or more semesters (other than the Summer semester), students must complete a readmission form (available from the Office of Academic Services or online at <http://oxford.emory.edu/academics/divisions-degrees/academic-planning-resources/readmission-application-form/>). There is no application fee for readmission.

Applications, personal statements, all supporting materials, and up-to-date medical clearances (if applicable) are due on or before the following dates: November 15th for Spring semester, May 1st for Summer school on the Atlanta campus, and July 15th for Fall semester.

Students requesting readmission after academic exclusion at the end of their last term at Oxford must additionally submit a petition to the Associate Dean for Academic Affairs along with the readmissions application request.

Students requesting readmission after medical withdrawal must provide up-to-date documentation of medical clearance in the form of a letter of support from your doctor or other appropriate healthcare provider (this may include staff from Oxford's Student Health Services) submitted to the Assistant Dean for Academic Services. Readmission following withdrawal for medical reasons requires clearance by designated university health officials.

Readmission to Oxford College is granted on the condition that the student can establish a reasonable plan for how they will successfully complete their Oxford College degree within the allotted time. Applicants for readmission must be clear of all financial obligations to the institution, and, if applicable, have addressed any honor code violations and/or conduct code issues.

### **Summer School**

The Oxford Summer school program is conducted jointly with Emory College on the Atlanta campus. For further information about Summer school contact your academic advisor. Summer enrollment requires permission of your academic advisor and approval of your registration schedule.

## **Degree Requirements**

Oxford students who complete the degree requirements, plus elective courses for a total of sixty-six semester hours (sixty-four academic hours plus two PE hours), and do so with a 2.0 GPA are eligible to enter Emory College as juniors. They also receive the Associate of Art's (AA) degree and are eligible to participate in a special commencement ceremony before continuing on to the Atlanta campus. Students may not transfer between Oxford College and Emory College without completion of the AA degree.

### **General Education Program Requirements**

#### **First-Year Writing Requirement**

Students must satisfactorily complete English 185 during the first year of their enrollment at Oxford College. Entering students may be placed into English 184, in which case they must complete the first-year writing requirement by taking English 185 in the semester immediately following successful completion of English 184. Students may be eligible to exempt the first-year writing requirement with Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit.

#### **Continuing Writing Requirement**

In addition to the first-year writing requirement, students must satisfactorily complete a writing rich course at Oxford College. Students must attain a grade of a C or better in the writing rich course to satisfy the continuing writing requirement.

#### **Distribution Requirements**

Students must complete three of the five areas listed below plus physical education. In addition, students must take at least one course in each of the following areas: SNT (w/lab), HSC and HAP. In addition, Oxford students must complete a minimum of three Ways of Inquiry (INQ) courses, representing any two of the five different academic areas.

##### **Mathematics and Quantitative Reasoning (MQR)**

To fulfill this area, students must complete at least one course labeled MQR.

##### **Science, Nature, Technology (SNT)**

To fulfill this area, students must complete at least two courses labeled SNT. All students must take at least one SNT course with lab to satisfy the GEP requirements.



### **History, Society, Cultures (HSC)**

To fulfill this area, student must complete at least two courses labeled HSC. All students must take at least one HSC course to satisfy the GEP requirements.

### **Humanities, Arts, Performance (HAP)**

To fulfill this area, students must complete at least two courses labeled HAP. All students must take at least one HAP course to satisfy the GEP requirements.

### **Humanities, Arts, Language (HAL)**

To fulfill this area, students must complete at least two foreign language courses in the same language. In addition, students may take additional language courses to fulfill the HAP requirement after completing the HAL requirement.

### **Physical Education (PED/PPF)**

To fulfill this area, students must complete two semester hours in physical education with classes labeled PED/PPF. All students must successfully meet the aquatics requirement by either passing the swim placement test administered during their freshmen orientation or by successful completion of PE 110/111.

## **Special Courses and Programs**

### **Ways of Inquiry: Informative and Transformative**

Oxford's curriculum is distinctive in that it offers introductory classes with an innovative approach known as Ways of Inquiry (INQ). INQ courses are designed to be both informative and transformative. Students not only learn the fundamental concepts, principles, assumptions, and terminology of a particular discipline, but they also learn to understand and question the ways in which knowledge is pursued. INQ courses accomplish this goal through a process of discovery in which students actively learn and practice the discipline's approach to inquiry.

These explorations often consider ethical issues and social responsibility, make connections across disciplines, and expand classroom learning with real-world experiences. Courses driven by inquiry primarily focus on ways of knowing rooted within a discipline, and they also develop abilities that transcend disciplines: reading critically, communicating effectively, and pursuing knowledge independently through inquiry.

INQ courses are designed to stimulate intellectual curiosity, promote intellectual rigor and independence. They open doors to understanding the ways in which people, nature, societies, and cultures interact in the world and how they have shaped the past, influence the present, and can change our future. INQ courses go

beyond disciplinary boundaries to interconnectedness how an array of disciplines adds to our understanding and can function as interlocking puzzle pieces that form a greater picture.

### **Arts at Oxford**

Oxford students have many opportunities to participate in artistic presentations in music, theater, visual arts, and dance. One-, two-, and four-credit hour courses are available, depending upon the discipline. Four full-time faculty members direct the arts programs: Maria Archetto, music; Camille Cottrell, visual arts, and Clark Lemons, theater, and Kathleen Wessel, dance. Opportunities are open to all students regardless of potential major or whether or not they are enrolled in art classes. Our students perform in plays, perform in and choreograph dances, sing in the chorale, play instruments in chamber ensembles, create musical compositions, and exhibit visual arts. Many Oxford students successfully major or minor in the arts at Emory College, yet most who participate in the arts at Oxford do so to expand their total educational experience.

### **Freshman Seminar**

With a student-centered approach, freshman seminar seeks to serve as a gateway for first-year student confidence and involvement in the academic and social communities of Oxford College. By exploring the self, community, and campus resources, the course will provide students with information and tools that will help them gain a better awareness of campus services, encourage them to connect to the campus and surrounding community, and enhance strategies for their personal and academic growth. Through reflection, discussion, hands-on activities, service, and team building, the sophomore leader (Peer Assistance Leader) and the faculty/staff co-facilitator will navigate first-year students through their first semester college journey.

### **Lyceum**

The Lyceum Committee is comprised of members of the Oxford College faculty and staff. Its goal is to plan academic and artistic events for Oxford College students, faculty, staff, and members of the community. Every academic year the committee offers a series of lectures on political, social, and religious topics by renowned speakers and presents artistic performances by national and international artists. The Lyceum Committee wishes to highlight the cultural and religious diversity at Oxford College and Emory University. The diversity entails the willingness to forsake prejudice, intolerance, and xenophobia and not only encounter but also understand and embrace others in a community of learning and mutual trust.

### **Off-Campus Courses**

Off-campus programs provide students with the opportunity to combine study with travel. A grade-point average of at least 2.0 is required to enroll in off-campus courses. Although there is no limit to the number of hours a student may take in off-campus courses, no more than four semester hours may be used to fulfill the

distribution requirements of any division. These courses involve a combination of on-campus and off-campus study. The off-campus travel portion of a course may be offered during Spring break or during the interim period between Fall and Spring semesters or during the Summer. Since these courses are not part of a full-time load, they require tuition charges of \$1,708 per semester hour. Additional costs include living and travel expenses. The following off-campus courses have been offered (see course descriptions for additional information): Geology 100N (Desert Geology), Geology 200N (Dinosaurs and Their World), Geology 220N (Modern and Ancient Tropical Environments), Geology 235N/English 235N (Geology and Culture in Scotland), Sociology 215N (Social Problems), and Sociology 213R (Social Change in Developing Societies).

### **Oxford Research Scholars Program**

The Oxford Research Scholars Program offers selected students the opportunity to work directly with faculty members on disciplinary research projects or projects related to the scholarship of teaching and learning. Faculty members in the humanities, social sciences, sciences, mathematics, and physical education have worked with dozens of students on a variety of projects.

The subjects of research have included the molecular design of gold-based anti-cancer therapeutics, the historical and social contexts of artwork created in response to the Epistle of James, seasonal comparisons of microbial life in Sedum small soils, the confederate daisy caterpillar, exercise environment influences on perceived effort as mediated by technical instruction, and bio-inorganic chemistry: creating metal-based compounds of biological importance.

Students chosen as Oxford Research Scholars are expected to present their work in the annual Oxford Research Scholars Spring Symposium. As program participants, students learn how research within their discipline leads to knowledge creation, are introduced to current research in their disciplines, and learn how research is organized and funded. Through knowledge of and direct involvement in research, students are provided with a different perspective on learning. Furthermore, students who engage in research during their sophomore year are able to compete with juniors and seniors when applying for Summer internships, and are often chosen to participate in the Emory SIRE program (Scholarly Inquiry and Research at Emory) after graduating from Oxford.

The Oxford Research Scholars Program, funded by the Pierce Institute for Leadership and Community Engagement, reflects Oxford College's recognition of the educational benefits that are achieved by involving freshman and sophomore students in the research process. Participation in this program is by invitation.

Students who are interested, in participating in this program should contact a professor whose research is of interest to them.

## **Oxford Scholars Program**

Each year Oxford College designates a number of its outstanding incoming freshmen as Oxford Scholars. Oxford Scholars include Robert W. Woodruff Scholars, Dean's Scholars, and Faculty Scholars, all of whom are selected on the basis of their grades, curriculum test scores, essays, extracurricular activities, and demonstrated interest. While enrolled at Oxford, these scholars participate in the Oxford Scholars Program.

The Oxford Scholars Program is dedicated to the academic enrichment of Oxford College as well as promoting a sense of community among Oxford Scholars. Oxford Scholars not only interact with other scholars but also with faculty members who volunteer their time to this program.

The program involves required events such as dinners with faculty, lectures and discussions on significant literary, historical, or artistic topics, an end-of year banquet, and other events of interest. The cultural component exposes scholars to a wide range of cultural events in the local area and in Atlanta, such as plays, concerts, and other cultural activities.

The Oxford Scholars Program is designed to continue scholar's academic and personal development and to make lasting positive contributions to the Oxford College community.

## **Oxford Studies**

Oxford Studies is a one-hour elective, multidisciplinary course, which through attendance, participation, and written reflection, encourages thoughtful involvement in the cultural, artistic, and educational activities available in our community beyond the confines of the traditional classroom. Students earn credit by attending lectures, panels, musical theater, dance events, and by writing reviews. Oxford Studies supports the college's mission by promoting an engagement with liberal arts issues of shared interest. It is offered every semester and may be repeated for credit.

## **Pierce Institute for Leadership and Community Engagement**

The Pierce Institute for Leadership and Community Engagement is a recent development at Oxford College, but the seeds of its growth were sown in 1976 with a generous gift from the D. Abbott Turner family. William Turner and the other members of the Turner family endowed the Pierce Chair in Religion in honor of two of their ancestors: Dr. Lovick Pierce and Bishop George Foster Pierce. Bishop Pierce, William Turner's great-great-grandfather, was president of Emory College from 1848 to 1854. In the years since the original gift, the endowment supported the activities of the Pierce Chair of Religion and the Pierce Program in Religion before its expansion into the Pierce Institute for Leadership and Community Engagement in 2006.

The Pierce Institute for Leadership and Community Engagement has 26-affiliated programs that promote the integration of academics, leadership, and community engagement within the four Pierce Institute pillars: leadership, community engagement, global engagement, and the Pierce Program in Religion.

## Leadership

- Experience in Cultivating Excellence in Leaders: ExCEL is a leadership-training program for Oxford College sophomores who are interested in improving, understanding, or developing their leadership abilities.
- Leadership Oxford: LO is an intensive, week-long program designed to prepare second-semester freshmen for leadership roles in campus organizations.
- Pierce Leadership Certificate Program: The Pierce Leadership Certificate Program prepares students for leadership in the college, community, and world.
- Oxford Scholars: Each year a number of outstanding incoming freshmen are selected for the Scholars Program.
- Oxford Research Scholars Program: The Oxford Research Scholars Program offers selected students the opportunity to work directly with faculty members on disciplinary research projects or projects related to the scholarship of teaching and learning.
- Summer Undergraduate Research at Emory at Oxford: The SURE Oxford program is an extension of Emory University's Summer Undergraduate Research at Emory (SURE). The Howard Hughes Medical Institute also funds this program.
- Supplemental Instruction: SI offers students in historically challenging courses the opportunity to attend weekly review sessions led by students who not only have mastered these difficult courses but who also have demonstrated their ability to lead other students through the course material.
- The Pierce Fund for Staff Development: The Pierce Institute awards financial grants to selected staff members who wish to advance their professional or personal growth in ways that promote ethics, community engagement, and leadership.

- The Pierce Award for Staff Leadership: This award is given annually by The Pierce Institute to a staff member who demonstrates admirable leadership, dedication, and service to Oxford College and its students.

## Community Engagement

- Alternative Breaks: Oxford students and staff members can participate in alternative break trips that focus on service to communities in need.
- CAE/Pierce Grants: The CAE/Pierce Grant for High-Impact Pedagogies of Engagement provides financial support for Oxford College faculty members who wish to explore and develop High-Impact Pedagogies of Engagement in ways that promote ethics, community engagement, and/or leadership.
- Ethics and Servant Leadership Summer Internship: EASL Program, the D. Abbott Turner Ethics and Servant Leadership (EASL) Program is part of Emory University's Center for Ethics, and the Pierce Institute sponsors scholarships for Oxford students selected for the program.
- Pierce Service Corps: Students who have a passion for community service can serve several hours per week at a local nonprofit or school and earn financial assistance for their hours of service. Students are selected through a competitive selection process with approximately 25 students enrolled in the program each year.
- Theory-Practice/Service Learning: TPSL courses integrate the theory of the classroom with experience in the local community.
- Volunteer Oxford: Volunteer Oxford provides students with opportunities for service.

## Global Engagement

- Global Connections: Global Connections is a travel experience designed to help students create meaning in their lives and connect their religious and spiritual convictions with social justice issues, including peace, poverty, human rights, and the environment.
- The Journeys Travel Program: This travel program originated at Oxford College in 1988 but is now sponsored by Emory University's Office of Religion Life.
- Oxford Scholars Travel Scholarships: As the sponsor of the Oxford Scholars Program, the Pierce Institute awards travel scholarships to Oxford



Scholars who are selected to serve as assistant leaders for off-campus courses or the Global Connections Program.

- Pierce Student Scholarships for Off-Campus Studies: The Pierce Institute funds scholarships for qualifying students who participate in Oxford College off-campus courses or programs.

## **Program in Religion**

- Oxford College Department of Religion: The Department of Religion offers courses that fulfill general education requirements at Oxford College and Emory College as well as requirements for a religion major or minor on the University level.

- Pierce Lecture Series: This series brings to campus a number of distinguished lecturers in religious studies, ethics, and related disciplines. It also sponsors three other lecture series: the Chaplain's Lecture Series, the Leadership Lecture Series, and the Theory-Practice/Service Learning Lecture Series.

- Pierce Visiting Scholar Program with the University of Oxford in England: The Pierce Visiting Scholar Program is a faculty exchange between the two Oxfords: Oxford College and the University of Oxford in England.

- Emory Studies in Early Christianity and Rhetoric in Religious Antiquity: Emory Studies in Early Christianity and Rhetoric in Religious Antiquity are book series that investigate early Christian literature in the context of Mediterranean literature, religion, society, and culture.

- Religious and Spiritual Life at Oxford College: The chaplain is a resource for all members of the college community and an advocate for all religious and spiritual life groups on campus.

- Samuel W. Mills Peace Lecture Series: named in memory of Samuel Worley Mills, a former student of Oxford College.

- Emory University's Center for Ethics: An international leader in the exploration of ethics, the Emory Center for Ethics is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society.

- The Dr. Lovick Pierce and Bishop George F. Pierce Chair of Religion David B. Gowler: David B. Gowler is the director of the Pierce Institute for Leadership and Community Engagement; the Dr. Lovick Pierce and Bishop

George F. Pierce Chair of Religion; and the Senior faculty fellow, the Center for Ethics, Emory University.

## **Academic Honors**

### **Honors Program**

The Oxford College Honors Program is designed to encourage, develop, and reward academic excellence. Each Spring selected sophomore students who demonstrate a high level of interest, ability, and initiative are offered a choice to enroll in one of three honors seminars. These seminars offer a rich and unique opportunity to students to become citizen scholars by encouraging their intellectual growth, participation in vigorous discussion, and demonstration of self-motivation and independent inquiry. These ideals exemplify Oxford's emphasis on a liberal arts intensive education.

The topics of Honors Seminars are interdisciplinary and vary each year. Some seminars may also be recognized by Emory College as fulfilling a major or minor requirement in a specific discipline. Typically, three Honors Seminars are offered, enrolling a maximum of 15 students each, providing enhanced opportunities for in-depth collaboration with faculty and peers. The Honors Program requires each student to complete a milestone project demonstrating independent inquiry and original research. At the end of each semester, milestone projects will be presented publicly in a reception with honors faculty, colleagues, students, and administrators from both the Oxford and Emory campuses. Successful completion of the milestone project will confer Oxford College honors, which will be noted on the student's transcript and diploma.

All Oxford College sophomores with GPA's of 3.00 or higher are eligible to apply. The Honors Program seeks students who demonstrate an actively engaged approach to learning, the ability to carry out challenging academic and intellectual tasks, and a genuine interest in pursuing the topics under discussion in the Honors Seminars.

### **Honor List**

The honor list is composed of full-time students earning a cumulative average of 3.5 or better.

### **Merit List**

The merit list is composed of full-time students earning a cumulative average of 3.0 or better.

### **Alpha Epsilon Upsilon**

Established at Oxford in 1906, Alpha Epsilon Upsilon promotes scholastic excellence and fosters friendship among those who achieve high scholastic standing. Students who attain a grade-point average of at least 3.75 after one semester (at least

sixteen semester hours) or at least 3.50 after two semesters (at least thirty-two semester hours), or 3.33 after three semesters (at least forty-eight, but not more than sixty semester hours) are eligible for membership. Students who maintain the minimum grade point average may remain members through graduation from Oxford College.

### **Phi Eta Sigma**

The Oxford College chapter of Phi Eta Sigma, a national honor society for first-year students, acknowledges outstanding scholastic achievement. Our goal is to encourage and reward academic excellence among freshman of higher learning. In order to be eligible for induction into Phi Eta Sigma in the Spring, freshmen must be enrolled in at least 16 credit hours and have a minimum GPA of 3.9 during their Fall semester.

### **Emory University**

From its founding in 1836, Emory has grown into a national teaching, research, and service center with an enrollment of 13,893. A coeducational, private university affiliated with the United Methodist Church, Emory awards more than two thousand degrees annually. In addition to Oxford College, the university comprises of Emory College, the Graduate School of Arts and Sciences, a broad program in the allied health professions, and the schools of business, law, medicine, theology, nursing, and public health.

Among the centers for specialized research and study at Emory are the Graduate Institute of the Liberal Arts, the Division of Biological and Biomedical Sciences, the Carter Center, the Rollins Center for Church Ministries, the Emory Center for International Studies, the Center for Research in Faith and Moral Development, the Center for Ethics in Public Policy and the Professions, and the Michael C. Carlos Museum. Campus-based independent affiliates include the African Studies Association, Scholars Press, and the National Faculty for the Humanities, Arts, and Sciences, and the Georgia Endowment for the Humanities.

Emory University maintains exchange agreements with the following universities abroad: Augsburg, Berlin, Göttingen, and Regensburg (Germany); Peking, Xiamen, and Xi'an Medical (People's Republic of China); Institute of State and Law of the Academy of Sciences and the Pushkin Institute (Russia); Tbilisi State (Georgia); St. Andrews (Scotland); Johannes Kepler (Austria); Kobe (Japan); Leiden (Holland); Montpellier (France), and Trieste (Italy).

Emory's Robert W. Woodruff Medical Center includes the schools of medicine, public health, and nursing; The Emory Clinic, Emory University Hospital, Crawford Long Hospital of Emory University, the Jesse Parker Williams Pavilion, and the Yerkes National Primate Research Center. Independent affiliates located in the vicinity of the medical center include the Georgia Mental Health Institute, the American Cancer Society, Wesley Homes, the U.S. Centers for Disease Control and

Prevention, and the following hospitals: Grady Memorial, Egleston Hospital for Children, and the Atlanta Veterans Affairs Medical Center.

## **Emory College Program of Study**

### **Bachelor of Arts**

African American studies, African studies, American Studies, Ancient Mediterranean Studies, Anthropology, Arabic, Art History, Art History and Visual Arts, Art History and History, Biology, Chemistry, Chinese, Classical Civilization, Classics, Classics and English, Classics and History, Classics and Philosophy, Comparative Literature, Computer Science, Dance and Movement Studies, East Asian Studies, Economics, Economics and Mathematics, English, English and Creative Writing, English and History, Environmental Sciences, Film Studies, French Studies, German Studies, Greek, History, Human Health Interdisciplinary Studies in Society and Culture, International Studies, Italian Studies, Japanese, Jewish Studies, Latin, Latin American and Caribbean Studies, Linguistics, Mathematics, Mathematics and Political Science, Media Studies, Medieval-Renaissance Studies, Middle Eastern and South Asian Studies, Music, Philosophy, Philosophy and Religion, Physics, Physics and Astronomy, Playwriting, Political Science, Psychology, Psychology and Linguistics, Religion, Religion and Classical Civilization, Religion and Anthropology, Religion and History, Religion and Sociology, Russian and East European Studies; Russian Language, Literature, and Culture; Sociology, Spanish, Theater Studies, Visual Arts; Women's, Gender and Sexuality Studies

### **Bachelor of Science**

Anthropology and Human Biology, Applied Mathematics, Applied Physics, Biology, Chemistry, Computer Science, Environmental Sciences, Mathematics, Mathematics and Computer Science, Neuroscience and Behavioral Biology, Physics, Physics and Astronomy; Quantitative Sciences

### **Minors**

African American studies, African studies, American Studies, Anthropology, Architectural Studies, Art History, Asian Studies, Astronomy, Catholic Studies, Chinese Studies, Classical Civilization, Community Building and Social Change, Comparative Literature, Computer Informatics, Computer Science, Dance and Movement Studies, Development Studies, East Asian Studies, Economics, English, Environmental Sciences, Ethics, Film Studies, French, German Studies; Global Health, Culture, and Society; Greek, Hebrew, Hindi, History, Irish Studies, Italian Studies, Japanese, Jewish Studies, Korean, Latin, Latin American and Caribbean Studies, Linguistics, Lusophone Studies, Mathematics or Applied Mathematics, Mediterranean Archeology, Music, Persian Language and Literature, Philosophy, Physics, Political Science, Predictive Health, Religion, Russian, Russian and East European Studies, Science, Culture and Society, Sociology, Spanish, Sustainability, Theater Studies; Women's, Gender and Sexuality Studies

## **Engineering Dual-Degree Programs**

Emory College offers a dual-degree program that allows students to pursue study in either arts or science at Emory and engineering at the Georgia Institute of Technology. In this way, students receive a well-rounded liberal arts background from one of the best colleges in the U.S., while also taking engineering courses from one of the nation's premier universities. Students who participate in this program earn both a baccalaureate degree from Emory in the field of their choice and a Bachelor of Science degree from Georgia Tech.

## **Roberto C. Goizueta Business School**

Oxford College students may apply to the Bachelor of Business Administration (BBA) program in their last semester at Oxford. To start in the Fall of junior year, applications for admission must be received by February 15. Applications to start in Spring of the sophomore year must be received by October 1. All applicants must complete the requirements for the Associates degree from Oxford to be eligible for admission to the BBA program.

The BBA Program would like students to demonstrate their ability to effectively manage a full course load (at least four graded, 4-credit hour courses per semester). Therefore it is imperative that students interested in the program not under load during their time at Oxford. Students are encouraged to take five 4-credit courses in their final semester(s) at Oxford.

Admission is competitive, and completion of preadmission requirements does not guarantee admission. Admission is based on academic achievement and evidence of leadership and extracurricular involvement. An application is required and includes an essay and letters of recommendation.

Students seeking admission should contact Jessica Lowy, Associate Director of BBA/Pre-BBA Student Advising and Programming, to learn more about the program. She can be reached at 404.727.2713 or at [jlowy@emory.edu](mailto:jlowy@emory.edu). Jessica will come to the Oxford campus each semester for information sessions and on-campus advising, and is available via e-mail and phone for advisement.

Applications for admission are available on the pre-BBA information at: <http://bus.emory.edu/prebba>

Before enrollment in the business school, Oxford students must complete the following:

- ECON 101 (Microeconomics) and ECON 112 (Macroeconomics). AP credit can satisfy these requirements.
- MATH 111 (Calculus I). AP Calculus credit satisfies the math requirement.
- MATH 117 (formerly Math 107) or MATH 207 (Statistics). AP Statistics credit can satisfy this requirement.
- BUS 210 (Financial Accounting)

- Continued Writing Course (preference given for courses in the humanities and social sciences)

#### Academic Tips:

- If you take MATH 111 and 112, you may take MATH 207 (Probability and Statistics) instead of MATH 117. Some students take advantage of this option because they plan to double major in economics. The Emory College Economics Department will take Oxford's MATH 207 as equivalent to Emory College's ECON 220, which is a graduation requirement for a degree in economics. The business school will take MATH 207 as equivalent to MATH 117 (a preadmission requirement).
- If a student has IB Higher Level Economics credit, this satisfies the entire Economics prerequisite, even though Oxford grants credit for Micro only (i.e. students with IB Higher Level Econ credit do not need to take Macro).
- The Business School prefers students get a "C" grade instead of withdrawing from a course. Students considering withdrawing from a course are encouraged to contact Jessica Lowy first to determine the potential impact in regards to BBA admission.
- Students should not repeat coursework if they are disappointed with their grade. The Business School wants to see how students perform with new information, so the best course of action is to move forward to other coursework.

Goizueta offers a Summer Business Institute for college students interested in gaining business knowledge but who do not wish to pursue the BBA degree. The Institute is a for-credit, three-week intensive academic course of study providing non-business majors with an overview of the functional areas of business and the foundations of management. Summer Business Institute scholarships are available.

For more information visit

[http://goizueta.emory.edu/degree/undergraduate/summer\\_institute/](http://goizueta.emory.edu/degree/undergraduate/summer_institute/)

#### **Nell Hodgson Woodruff School of Nursing**

Oxford College students apply to the Nell Hodgson Woodruff School of Nursing during their sophomore year. Applicants are strongly encouraged to submit their application materials using the online application form at:

<http://www.nursing.emory.edu/admission/application/index.html> materials required for the completed application packet include: a complete application form and a completed prerequisite form.

Visit <http://www.nursing.emory.edu/admission/programs/bsn/freshman-option-emory-oxford/oxford-college.html> for more details, including the priority application deadline. All Oxford applicants are required to earn a grade of C or better in each prerequisite course, a minimum overall GPA of 3.0, and a minimum



science/math GPA of 2.8. The application fee is waived for Oxford College applicants. Incomplete application packets will not be considered for admission.

The pre-nursing curriculum includes specific prerequisite courses in biology, chemistry, math and psychology. Students should contact their faculty advisor for more detailed information. Additionally, Oxford students are also expected to meet the Oxford College graduation requirements, including first-year writing requirement and the continuing writing requirement (CWR), Ways of Inquiry (INQ), and physical education (PE) course requirements. Information about these specific requirements related to the Oxford College General Education Program can be found at <http://oxford.emory.edu/academics/catalog/degree-requirements/distribution-requirements/>

Lastly, students applying to the Nell Hodgson Woodruff School of Nursing are required to demonstrate current CPR certification before beginning the BSN program. For more information, or to obtain hard-copy application materials, contact the Office of Admissions and Student Services at [www.nursing.emory.edu/admission](http://www.nursing.emory.edu/admission)

### **Pre-Professional Programs and Requirements**

The Oxford curriculum provides background for a number of professional programs, including allied health professions, dentistry, engineering, law, medicine, pharmacy, theology, and veterinary medicine. Students should contact the professional school of their choice for more specific information as requirements may differ between programs and/or schools. In addition each student planning to pursue one of these professions should work with his or her academic advisor to plan a program of study at Oxford College.

## **Academic Divisions at Oxford College**

### **History and Social Sciences**

Professors Carter, K., Cody, Lewis, McQuaide, Owen-Smith, and Shapiro; Associate Professors Ashmore, DeNicola, Leinweber, Maddox, Ninkovic, Stutz, and Yang; Assistant Professors McGee, Nikolaev, and Shannon; Senior Lecturers Riner and Vigilante

The need for students to acquire knowledge of the enduring values of Western civilization and of concepts that underlie these values imbues the purpose of the History and Social Sciences Division. This purpose presumes that responsible members of society can develop only from persons who understand their roots and whose convictions are the results of critical thought rather than simple acculturation. This is the foundation for the disciplines of the division, which also provides the academic basis for a variety of professional and vocational options.

## **Humanities**

Professors Anderson, Gowler, and Lemons; Associate Professors Archetto, Bayerle, Cottrell, Galle, Ivey, Loflin, McGehee, Mullen and Pohl; Assistant Professors Dobbin-Bennett, Mousie, Moyle, Quarmbly, Talaya-Manso, and Tarver; Senior Lecturers Bell and Davis; Lecturers Gunnels and Hawley

The Division of Humanities offers introductory and upper-level courses in art, film, foreign language, literature, music, philosophy, and religion. The division encourages students to evaluate and appreciate our literary, artistic, philosophical, and religious heritage. English 184, 185, cannot be used to satisfy the humanities requirement. English 399R, Music 300R, Music 300V, and Music 310 may not be used to fulfill the General Education Program requirements.

Students graduating from Emory College must have completed two semesters of work in a foreign language. Students are encouraged to complete this requirement at Oxford so that they may concentrate on work in their chosen major during their junior and senior years.

## **English Requirements**

### **First-year Writing Requirement**

Students must satisfactorily complete English 185 to fulfill the first-year writing requirement. International students who are recommended for placement in English 184 must take that course in the Fall semester and take 185 during the following semester. Students with Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit may be eligible to exempt the writing requirement.

### **Prerequisites**

Students must have completed or exempted the freshman writing requirement before taking any course above the 185 level.

## **Natural Science and Mathematics**

Professors Baker, Carter, and Henderson; Associate Professors Bailey, Chen, Jacob, Parker, Powell, Rogers, Saadein, and Seitaridou; Assistant Professors Fankhauser, Hulgán, Neuman, and Purkis; Senior Lecturers Frady, Harmon, Oser, and Wade; Lecturers Lee, Mo, Segre, and Taliaferro-Smith; Adjunct Lecturer James Honeycutt

The Division of Natural Science and Mathematics includes astronomy, biology, chemistry, geology/geosciences, physics, and mathematics.

Placement recommendation into any science course is contingent on student profile (courses completed, standardized testing); placement recommendation into any mathematics course is dependent on performance on the placement tests given during orientation which, in turn, is dependent on the online mathematics

placement that each student needs to take before arriving. A student who anticipates concentrating in natural science at Emory should take a minimum of two courses in his or her chosen field, two courses in an allied science, and basic mathematics courses at Oxford.

## **Mathematics**

Students entering colleges and universities across the country vary considerably in their level of preparation in mathematics. Students need to select courses according to their ability and needs. Some entering students earn credit toward the MQR mathematics requirement through advanced placement tests. As a general rule, students may earn credit through advanced placement or by completing the comparable Oxford course, but not both. If credit is earned through advanced placement, then lower level courses in the sequence may not be taken for credit. Specifics are as follows:

### **AP Statistics Test**

- A student earning a score of 4 or 5 on the AP examination in statistics may receive three semester credit hours for Statistics (Math 107) but may not get credit for both AP Statistics and Mathematics 117Q which is four hours.

### **AP Calculus Test**

- A student earning a score of 4 or 5 on the AB test or on the AB subtest of the BC test will receive three semester hours of credit for Math 111 but may not get credit for both AP Calculus and Mathematics 111.
- A student earning a score of 4 or 5 on the BC test will receive six semester hours of credit with the single limitation that a student may not receive credit for both the AB and BC examinations. The six hours will include credit for Mathematics 111 and Mathematics 112. If a student elects to take Math 112 for credit, the student will retain only three hours of credit for Mathematics 111; a student forfeits all credit for AP Calculus BC when Mathematics 111 is taken for credit.

## **Tutors and Supplemental Instructors**

In the Division of Natural Science and Mathematics, some of our best students (usually sophomores) serve as tutors, laboratory assistants (TA), and supplemental instructors (SI).

Tutors are available in the evenings and on some afternoons to help students with homework. The Mathematics Department provides student tutors for Math 100, 117Q, 110, 111, and 112.

Student assistants (TAs) are used in science and mathematics laboratories. Depending on the agreement, these laboratory assistants may hold study sessions, help students study for tests, or tutor at night.

Supplemental Instructors (SI leaders) are students who have successfully completed the course for which they are SI leaders. Each SI leader attends the class for which they are assigned and holds one to two study sessions per week to help students learn how to study for the course. These sessions are voluntary. SI leaders are usually available for the following classes: Anthropology 101, Biology 141, 142, and 242, Business 210, Chemistry 141 and 142, Economics 101 and 112, English 184 and 186, Mathematics 110, 111, 112, 117, Philosophy 110, Physics 141, Political Science 101, Sociology 101, and Women's, Gender and Sexuality Studies 100.

## **Physical Education**

### **Introduction of Center for Healthful Living**

The Center for Healthful Living (The CHL) under the leadership of Director Amanda Yu supports the Oxford College core mission of healthy living in a residential, liberal arts environment. The CHL program provides the college community with opportunities to find pleasure and meaning in a broad range of physical activities. The faculty and staff in The CHL are dedicated to integrating physical education with athletics, intramurals, and recreation in a coherent approach leading to a lifetime of healthy living.

### **Instructors for Center for Healthful Living**

Associate Professor, Guibao Yang; Lecturer/Academic Coordinator, Mary C. Rucker; Instructor/Head Men's Soccer Coach, Athletic Trainer, Gregory Moss-Brown; Instructor/Head Men and Women's Tennis Coach, Pernilla Hardin; Instructor/Head Men's and Women's Golf Coach, Brian Schiffbauer; Instructor/Head Women's Soccer Coach, David Morris; Instructor/Head Men's and Women's Cross Country Coach, Ella O' Kelley; Swimming Instructor, Tara Petersheim.

Students are required to earn two semester hours in physical education from The CHL. Students must complete one physical education course during their first year and sophomores must complete one physical education class during their sophomore year, unless granted an exemption by the Dean of Academic Affairs, in consultation with the academic coordinator and director of The Center for Healthful Living.

### **Aquatics Requirements**

Students' aquatic placement is based on the Oxford College aquatics placement test. All students should attend the aquatics placement test during new student orientation. If they are skilled enough, they will be exempted from the swimming requirement. Those who exempt aquatics will need to take two physical education credits to graduate. Students who do not attend or are not able to be exempted from the aquatics placement test are required to complete either PE 110 (for fearful non-swimmers) or PE 111 (for students who can swim but are not competent in thirteen foot deep water).

No exceptions are made for the physical education requirement. All students are required to complete a physical activity screening form providing physical education instructors with any medical information pertinent to participation in physical activity. The courses will be adjusted to fit the needs of the student so that the student will be able to meet the graduation requirements. If a student is incapacitated while enrolled in a course, adjustments for completing the course will be made with his/her instructor.

## **Oxford College Course Descriptions**

In the following course descriptions, you will note that courses normally earn four semester hours of credit. The 100-level courses are general or survey courses and most of the 200- and 300-level courses have such courses as prerequisites. The syllabi for some of the courses described below can be found on the Oxford website.

### **AMERICAN STUDIES**

#### **American Studies 201 - Introduction to American Studies (HAP)**

Fall. Credit, four hours. Prerequisite: English 185 or equivalent. An interdisciplinary, historically grounded introduction to contemporary approaches to American Studies scholarship, with emphasis on issues of class, ethnicity, gender, and cross-cultural studies.

### **ANTHROPOLOGY**

#### **Anthropology 101 - Introduction to Anthropology (HSC)**

Fall, Spring. Credit, four hours. Survey of the study of the human species: bicultural evolution, prehistory, language, and comparative social and cultural systems.

#### **Anthropology 200/Neuroscience and Behavioral Biology (NBB) 201 - Foundations of Behavior (SNT)**

Spring. Credit, four hours. Prerequisite: permission of instructor is required; it is open to all sophomores. Freshmen will be added after sophomores register. This course presents an introduction to evolutionary processes and biological bases of behavior. Examples drawn especially from humans and nonhuman primates will be used to place human behavior in the context of other species and to illustrate the dual inheritance of biology and culture in our species.

#### **Anthropology 201 - Concepts and Methods in Biological Anthropology (SNT)**

Fall. Credit, four hours. Evolution of the human species, fossil populations, human variation, and primate behavior. Weekly lab.

#### **Anthropology 202 - Concepts and Methods in Cultural Anthropology (HSC)**

Fall, Spring. Credit, four hours. Prerequisite: Anthropology 101 or permission of instructor. Basic concepts and theories of cultural anthropology. Comparative

economic and political systems, social organization and the family, belief systems, and modes of communication. Diverse levels of sociocultural complexity from tribal to industrial societies.

#### Anthropology 204 - Introduction to Archaeology (HSC)

Spring. Credit, four hours. Through comprehensive methods of survey and mapping, excavation and analysis, archaeology studies constructed human environments including those in which we live and the ruined traces of those from the past.

#### Anthropology 265 - Anthropology of Gender (HSC)

Fall (alternate years). Credit, four hours. No prerequisites. The cross-cultural study of gender and sexuality. We pay special attention to the way genders are performed and the important role of language in the construction of genders. While all cultures identify and mark differences in gender, there is an incredible diversity in the ways that they do so. In this course, we will explore the ways that people from different times and different communities imagine, practice, experience, challenge, and impose ideas of gender and sexuality.

#### Anthropology 280 - South Asia: Anthropological Perspectives (HSC)

Fall (alternate years). Credit, four hours. Prerequisite: Anthropology 101 (writing course). Ethnographic study of South Asia, with particular attention given to the Indian subcontinent. Topics in religion, social structure, and personality addressed.

#### Anthropology 314 - Race and Racism: Myths and Realities

Spring (alternate years). Credit, four hours. Prerequisites: Anthropology 101 or Anthropology 201 or permission of the instructor. The history of race—as a scientific concept and as a dominant factor of social identity—from its eighteenth-century origins to the falsification of the biological race hypothesis by modern genetics.

#### Anthropology 352W – Globalization and Transnational Cultures (HSC)

Spring (alternate years). Credit, four hours. Prerequisite: Anthropology 101, 201 or 202. The course explores the changing shape of the global economy and its relationship to culture. As an upper division writing course, students should have some familiarity with reading and writing ethnographic text.

#### Anthropology 353 - Economic Anthropology (HSC)

Spring (alternate years). Credit, four hours. The cross-cultural study of traditional markets and exchange patterns, social relations surrounding production, and urban diverse patterns of consumption. Western economic theory contrasted with other approaches to the study of economic customs.

#### Anthropology 385R - Special Topics in Anthropology (HSC)

TBA. Credit, four hours. Prerequisites: Anthropology 101 and permission of instructor and of the chair of the History and Social Sciences Division. Seminar or



lecture series on topics of special anthropological concern. May be repeated for credit when topic varies.

#### Anthropology 397R - Directed Study

TBA. Variable credit. Prerequisites: Anthropology 101 and permission of instructor. Independent reading and research under the direction of a faculty member. Students must submit for instructor approval a one-page written proposal of the work to be done. This course does not satisfy distribution requirements in history and social sciences.

### **ARABIC**

#### Arabic 101 - Elementary Arabic I (HAL)

Fall. Credit, five hours. Develops reading, speaking, listening, writing, and cultural skills in Arabic. Stresses communication skills in formal Arabic and some Egyptian dialect. Preparation for class is essential; class time is spent practicing rather than lecturing. Limited to sophomores, or to first-year students by permission of instructor.

#### Arabic 102 - Elementary Arabic II (HAL)

Spring. Credit, five hours. Prerequisite: successful completion of Arabic 101 or equivalent, limit ten. Continuation of Arabic I. Aims to develop language skills in Arabic to reach the intermediate low level of proficiency.

### **ART HISTORY**

#### **Survey Courses**

#### Art 101 - Art and Architecture from Prehistory to the Renaissance (HAP)

Fall, Spring. Credit, four hours. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the Paleolithic Period through the fourteenth century. The aesthetic, historical and technical aspects of major art forms, including painting, architecture, drawing, and sculpture, will be studied in relation to the socioeconomic and political developments in Western civilization.

#### Art 102 - Art and Architecture from the Renaissance through the Early Twentieth Century (HAP)

Fall, Spring. Credit, four hours. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the Renaissance through the early twentieth century. The aesthetic, historical and technical aspects of major art forms, including painting, architecture, drawing, and sculpture, will be studied in relation to the socioeconomic and political developments in Europe and the United States.

#### Art 104 - Drawing I (HAP) - Studio Course

Fall, Spring. Credit, four hours. This course develops skills in representational drawing as foundation for all disciplines and as an art form in it. The student will draw from various subject matters and explore a variety of media, techniques, and concepts. Students will demonstrate an understanding of the formal elements (line, shape, value, and texture) as they relate to the principles of visual organization (harmony, balance, rhythm, and repetition, movement, dominance, and proportion). The foci of the studio will be the exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical, and psychological properties of value and texture.

#### Art 105 - Drawing and Painting I (HAP) - Studio Course

Fall, Spring. Credit, four hours. This course serves as an introductory studio course of descriptive drawing and painting (to draw and paint what is visually observed by the artist). The foci of the studio will be the exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical and psychological properties of color and value.

#### Art 106 - Photography I (HAP)

Fall. Credit, four hours. Prerequisite: None. This course will teach the basic principles of small format photography. Topics will include camera use and techniques, printing skills, presentation and overview of the history of photography.

#### Art 109 - Sculpture I (HAP)

Fall. Credit, four hours. Prerequisite: None. Introduction to media, techniques, theory and practices. Various approaches to 3-D design are explored with particular sensitivity to sculptural concerns within the broader framework of contemporary art.

#### Art 205R - Drawing and Painting II (HAP) - Studio Course

Fall, Spring. Credit, four hours. Prerequisite: None. Art 205R serves as an advanced studio course of descriptive drawing and painting (to draw and paint what is visually observed by the artist). The foci of the studio will be the conceptual development of iconography, the continued exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical, and psychological properties of color and value, the mastering of media and the refinement of artistic styles.

#### Art History 222 - The Art and Architecture of Rome (HAP)

Fall. Credit, four hours. Prerequisite: Art History 101 or Art History 102. The Roman genius for cultural assimilation and innovation transformed the art of the ancient Mediterranean. This course investigates major achievements in sculpture, painting and architecture and their resonances with Roman politics, society and religion. Students enrolled in this course will need a strong foundation in art history to succeed.

### Art 265 - Europe in the 20th Century (HAP)

Spring. Credit, four hours. Prerequisite: Art History 101 or Art History 102. Survey of modernist art in France, Germany, Italy, Russia and Britain. Artistic movements and tendencies including Fauvism, Expressionism, Cubism, Futurism, DADA, abstraction, surrealism, and developments during WWII. Writings by artists and critics will be considered in relationship to the art.

### Art 266 - Contemporary Visual Arts (HAP)

Fall. Credit, four hours. Prerequisite: Art 101 or 102. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the avant-garde developments in the visual arts from 1945 to present. The aesthetic, historical, and technical aspects of major art forms including painting, architecture, drawing, photography, video site-works, and sculpture will be studied in relation to the socio-economic and political developments in Europe and the United States. Movements and tendencies include abstract expressionism, pop art, color-field painting, minimalism, conceptual art, post-minimalism, earthworks, postmodernism, and feminist art.

### Art 299R - Independent Study

TBA. Variable credit. Prerequisite: Permission of instructor. The student will complete a specific individual project designed in consultation with a professor. This course does not satisfy distribution requirements in humanities.

### Art 369 - The Birth of Modernism (HAP)

Spring. Credit, four hours. The course will cover the major artistic movements and developments in Europe and America from 1863 through the 1960s.

### Art 305 - Advanced Drawing and Painting (HAP) - Studio Course

On demand. Credit, four hours. Prerequisite: Art 205R. This course is designed to further develop students' skills with progressively more sophisticated assignments, leading to the students' ability to develop a personal and independent body of work for exhibition. The foci of the studio will be the conceptual development of iconography, the exploration of the formal elements of art in relation to constructing strong compositions, and the study of the aesthetic, physical, and psychological properties of color and value. Students will continue to explore the formal elements (line, shape, value, texture, and color) as they relate to the principles of visual organization (harmony, rhythm and repetition, movement, dominance, and proportion).

## **ASTRONOMY**

### Astronomy 116 - Introductory Astronomy with Laboratory (SNT)

Fall, Spring. Credit, four hours. Prerequisites: high school chemistry and Math 100 or placement in a higher numbered mathematics course. Fundamental concepts

and principles of astronomy. Laboratory weekly; observing session weekly as weather permits.

## **BIOLOGY**

### Biology 120 - Concepts in Biology with Laboratory (SNT)

Fall, Spring. Credit, four hours. Principles of genetics, evolution, and physiology with special reference to contemporary life situations. Intended for non-science majors. Four hours of lecture and one three-hour laboratory per week. This course does not fulfill requirements for medical and dental schools. Biology 120 is not open for students who have credit for Biology 141.

### Biology 121 and Biology 122 - Human Anatomy and Physiology I with laboratory (SNT) and Human Anatomy and Physiology II with laboratory (SNT)

Fall, Spring. Credit, Four hours. Prerequisite: for Biology 122 is Biology 121. These courses emphasize the structure and function of the human body and use a systemic approach incorporating both anatomy and physiology. Biology 121 includes a survey of body tissues and the muscular, skeletal, and nervous systems. Biology 122 continues with the endocrine, circulatory, respiratory, immune, digestive, urinary, and reproductive systems. Labs in both courses involve dissection, study of human specimens, and basic experiments in physiology. Four hours of lecture and one three-hour laboratory per week. These courses fulfill requirements for admission to nursing schools and many allied health programs. These courses do not fulfill requirements for medical and dental schools or the biology major.

### Biology 135Q - Plants and Society with Laboratory (SNT)

Fall. Credit, four hours. Basic principles of botany. Emphasis on uses of plants by cultural groups worldwide. Includes medicine, food, materials, biotechnology, environmental issues, and more. Four hours of lecture and one three-hour laboratory per week. This course counts toward the environmental studies major. It does not fulfill requirements for the biology major.

### Biology 141Q - Cell Biology and Genetics with Laboratory (SNT)

Fall, Spring. Credit, four hours. No prerequisites; freshman placement required. The study of cell structure and function including cellular metabolism, fundamentals of genetics, evolution and population genetics. Emphasizes scientific inquiry. Four hours of lecture and one three hour laboratory per week.

### Biology 142Q - Advanced Topics in Genetics and Molecular Biology with Laboratory (SNT)

Fall, Spring. Credit, four hours. Prerequisite: Biology 141. Genetic mechanisms in bacteria, viruses and eukaryotes including transmission of DNA, regulation of gene expression, gene interaction, control of cell division, and development.

Emphasizes research questions, techniques, and applications. Four hours of lecture and one three hour laboratory per week.

Biology 155Q - Applications and Communications in the Biological Sciences with Laboratory (SNT)

Fall or Spring. Credit, four hours. No prerequisites. Biological concepts in topics of public interest such as biotechnology, human health, evolution, and the environment. The variety of ways in which these topics are communicated to the public scientific papers, news articles, and literature will be examined. Four hours of lecture and one three-hour laboratory per week.

Biology 235Q - Field Botany with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: One biology course or ENV5 131. Study of plants in their natural habitats, including plant morphology, ecology, and ethno botany. Students need to have a basic understanding of plant structure. This course counts toward the biology and environmental studies majors. Four hours of lecture and one three-hour laboratory per week.

Biology 242Q - Animal Architecture and Physiology with Laboratory (SNT)

Fall. Credit, four hours. Prerequisites: Biology 141 or permission of instructor. Architecture, physiology, behavior and evolution of major invertebrate phyla and the chordates. Course includes field and laboratory investigations with living organisms and dissections of preserved specimens. This course counts toward the biology major. Four hours of lecture and one three hour laboratory per week.

Biology 245Q - Freshwater Ecology with Laboratory (SNT)

Fall. Credit, four hours. Prerequisite: one biology course or ENV5 131. The study of basic ecological processes and organisms present in freshwater ecosystems. This course counts toward the biology and environmental studies majors. Four hours of lecture and one three-hour laboratory per week.

Biology 385R - Special topics in Biology

TBA. Credit, variable. Prerequisite: Permission of instructor. Seminar or lecture series for advanced students on topics of special biological interest. May be repeated for credit when topic varies. Does not satisfy distribution requirements in natural science and mathematics

Biology 397R - Supervised Reading

On demand. Credit, variable. Prerequisites: One biology course and permission of instructor. Advanced study on a selected biological topic. This course does not satisfy distribution requirements in natural science or mathematics.

Biology 399R - Undergraduate Research

On demand. Credit, variable. Prerequisite: Permission of instructor (student will need to have basic research skills and an interest in the research topic under

investigation) and a biology course. Research participation in biology. Requires an independent project with laboratory or field work. This course does not satisfy distribution requirements in natural science and mathematics.

## **BUSINESS**

### Business 210 - Financial Accounting

Fall. Credit, four hours. Basic principles, procedures, and objectives of accounting systems. Emphasis is placed on the necessity of accounting and on appraisal of strengths and weaknesses of accounting data. This course does not satisfy distribution requirements in history and social sciences.

## **CHEMISTRY**

### Chemistry 100 - Introductory Chemistry with Laboratory (SNT)

Fall, Spring. Credit, four hours. Students who need Math 100 should complete that course first. Introduction to chemistry and its applications. Topics include matter, energy, gases, solutions, and acids and bases, with some quantitative problem solving. Students meet for three hours of lecture/discussion and three hours of laboratory per week. This course is designed primarily for pre-nursing students and non-science majors. Chemistry 100 is not open to students who have credit for Chemistry 141.

### Chemistry 120 - Selected Topics in Chemistry with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Chemistry 100, Chemistry 141 or permission of instructor. Students who need Math 100 should complete that course first. Survey of organic chemistry and its utility in the health sciences; may also cover biochemistry and/or natural products. Designed for pre-nursing students and non-science majors. Three hours of lecture and three hours of lab per week.

### Chemistry 141 - General Chemistry I with Laboratory (SNT)

Fall, Spring. Credit, four hours. Prerequisite: Placement in Chemistry 141 by score on chemistry placement test; or Chemistry 100, Math 100, Math 117, Math 110 or Math 111. Laws and theories of chemistry, atomic and molecular structure, chemical bonding, stoichiometry, gases, liquids, solids, and properties of solutions. A working knowledge of algebra is required. Chemistry placement exam must be taken prior to enrollment in class. Three hours of lecture/discussion and three hours of laboratory per week.

### Chemistry 142 - General Chemistry II with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Chemistry 141. Equilibrium, kinetics, acids and bases, electrochemistry, chemical properties of metals and nonmetals, and qualitative analysis. Three hours of lecture and one three-hour laboratory per week.

### Chemistry 160Q - Forensic Chemistry with Laboratory (SNT)

Fall (alternate years). Credit, four hours. Students who need Math 100 should complete that course first. Survey of chemistry with emphasis on forensic applications. Laboratory introduces students to techniques used in crime labs, including wet methods of analysis, chromatography, and spectroscopy. Designed for non-science majors. Three hours of lecture and three hours of lab per week.

### Chemistry 221 - Organic Chemistry I (SNT)

Fall. Credit, four hours. Prerequisite: Chemistry 142. Classes of organic compounds, bonding, stereochemistry, structure and reactivity, nucleophilic substitution reactions, and elimination reactions. Three hours of lecture per week.

### Chemistry 221L - Basic Organic Chemistry Laboratory I (SNT)

Fall. Credit, one hour. Prerequisite: Chemistry 142. Co-requisite: Chemistry 221. One three-hour laboratory per week.

### Chemistry 222 - Organic Chemistry II (SNT)

Spring. Credit, four hours. Prerequisite: Chemistry 221. Classes of organic compounds, electrophilic aromatic substitution reactions, and nucleophilic aromatic substitution reactions. Three hours of lecture per week.

### Chemistry 222L - Basic Organic Chemistry Laboratory II (SNT)

Spring. Credit, one hour. Prerequisite: Chemistry 221L. Co-requisite: Chemistry 222. One three-hour laboratory per week.

### Chemistry 260 - Quantitative Analytical Chemistry with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Chemistry 221, Chemistry 221L, and permission of instructor. Analytical techniques including atomic and molecular spectroscopy, gas and liquid chromatography, and electrochemistry. Statistical analysis of chemical data, including model-fitting using regression. Three hours of lecture and one three-hour laboratory per week.

### Chemistry 385R - Special Topics in Chemistry

TBA. Variable credit. Prerequisite: Permission of instructor. Seminar, or advanced course in selected chemistry topics. May be repeated for credit when topic varies. This course does not satisfy distribution requirements in natural science and mathematics.

### Chemistry 397R - Independent Study

TBA. Variable credit. Prerequisite: at least one course in chemistry and permission of instructor. Independent study under the direction of an Oxford College chemistry faculty member. This course does not satisfy distribution requirements in natural science and mathematics.

### Chemistry 399R - Independent Laboratory Research

TBA. Variable credit. Prerequisite: at least one course in chemistry and permission of instructor. Independent laboratory research under the direction of an Oxford College chemistry faculty member. This course does not satisfy distribution requirements in natural science and mathematics.

## **CHINESE**

### Chinese 101 - Elementary Chinese I (HAL)

Fall. Credit, four hours. Introduction to modern Mandarin: pronunciation, grammar, reading, and writing (approximately two hundred characters). Cultural topics introduced.

### Chinese 102 - Elementary Chinese II (HAL)

Spring. Credit four hours. Prerequisite: Elementary Chinese I. Continuation of 101, stressing conversational Mandarin, reading of more sophisticated texts, and writing skills (approximately three hundred characters). Cultural topics included.

### Chinese 201 - Intermediate Chinese I (HAL)

Fall. Credit, four hours. Prerequisite: Elementary Chinese II or permission of instructor. This course is designed to help students to reach intermediate level communicative skill both in spoken and written Chinese and to establish a solid base for more advanced language learning.

### Chinese 202 - Intermediate Chinese II (HAL)

Spring. Credit, four hours. Prerequisite: Elementary Chinese II or permission of instructor. This course provides intermediate-level training in spoken and written Chinese in cultural context, based on language skills developed in Chinese 201. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.

## **CLASSICS**

### **Classics courses in translation:**

### Classics 102 - Classical Mythology (HAP)

Fall. Credit, four hours. An introduction to Greek and Roman myths and the variety of approaches available for their study.

### Classics 202 - The Romans (HAP)

Spring. Credit, four hours. A survey of ancient Rome, from its origins in legend and myth to late antiquity, as seen through its principal literary texts in their historical and cultural context.



### Classics 290R - Directed Study

On demand. Variable credit. Prerequisite: Permission of Instructor. Supervised readings in classics.

## **COMPUTER SCIENCE**

### Computer Science 170Q - Introduction to Computer Science I

Fall or Spring. Credit, four hours. An introduction to computer science for the student who needs to be able to program for course work or research. Topics include: fundamental computing concepts, general programming principles, and the Java programming language. Emphasis will be on algorithm development with examples highlighting topics in data structures. Required for beginning computer science majors. Needed for mathematics majors and pre-engineering majors in the 3-2 program with Georgia Tech. Has a one-hour lab.

### Computer Science 171 - Introduction to Computer Science II (MQR)

On demand. Credit, four hours. Prerequisite: "By application only" to facilitate the aforementioned enrollment limit while still ensuring students that need the course have access to it. This course is a continuation of CS 170. Emphasis is on the use and implementation of data structures, fundamental algorithms with introductory algorithm analysis, and object oriented design and programming with Java.

### Computer Science 297R - Directed Study

(Same as Mathematics 297R)

## **DANCE**

### Dance 230 - History of Western Concert Dance (HSC)

TBA. Credit, four hours. This course traces the development of Western concert dance from fifteenth-century European court dance to the present. Emphasis will be placed on the development of American modern dance, postmodern dance, and current dance artists.

### Dance 300R - Dance Company

TBA. Credit, one hour. Group instruction in dance performance.

### East Asian Studies 385 - Modern Japanese Culture: Work, Play, and Personhood (HSC)

Spring. Credit, four hours. This course explores modern Japanese culture through larger meaning systems such as family, work, and nation. Texts include book-length ethnographies; journal, magazine, and newspaper articles; and classical and contemporary film.

## **ETHICS AND SERVANT LEADERSHIP**

### EASL 101 - Ethics and Servant Leadership

Fall. Credit, two hours. Prerequisite: Student must be participating in the EASL Forum. This course introduces students to the fields of moral philosophy and servant leadership. Bridging the gap between these two disciplines, we examine the ethical import of servant leadership practices.

### EASL 102 - Civil Society: History and Ethics

Spring. Credit, two hours. Prerequisite: EASL 101. This course engages the concept of civil society: what it is, its history, the modern state of civil society globally, and the ethical implications of participating in civil society today.

## **ECONOMICS**

### Economics 101 - Principles of Microeconomics (HSC)

Fall, multiple sections. Credit, four hours. Use of economic analysis to explain resource allocation, output, and income distribution in a market economy.

### Economics 112 - Principles of Macroeconomics (HSC)

Spring, multiple sections. Credit, four hours. Prerequisite: Econ 101 or permission of instructor. Introduction to economic analysis and its use in explaining levels of national income, employment, and price levels.

### Economics 201 - Intermediate Microeconomics (HSC)

Fall, Spring. Credit, four hours. Prerequisites: Economics 101, 112, and Math 111 or permission of instructor. Contemporary theory that positions itself between beginning principles and work in theory at the graduate level, primarily treating economic theory as it relates to consumers, business enterprises, and factor markets.

### Economics 212 - Intermediate Macroeconomics

Fall, Spring. Credit, four hours. Prerequisites: Economics 101, 112, or permission of instructor. The economy as a whole; factors that determine overall employment levels, national income, and national output; economic fluctuation; macro monetary theory; the general price level; the rate of economic growth; and international income relationships.

### Economics 231 - Introduction to Global Trade and Finance (HSC)

Spring. Credit, four hours. Prerequisite: Economics 101 or 112. Knowledge of basic economic concepts and graphical analysis is crucial for success in this course. The course is an introduction to international economics and will cover topics in trade theory, trade policy, and international finance.

Economics 351 - European Economic History I

(Same as History 351)

Economics 352 - European Economic History II

(Same as History 352)

Economics 385R - Special Topics in Economics

TBA. Variable Credit. Prerequisites: minimum of one economics course; permission of instructor. Course may be repeated for credit when topic varies. Seminar and/or advanced course in selected topics in economics.

**ENGLISH**

English 184 - Introductory Writing for Multilingual Students

Fall, Spring. Credit, four hours. This course will be required only for students whose native language is not English and who need a full year of writing.

English 185 - Critical Reading and Writing

Fall, Spring. Credit, four hours. Principles of effective reading skills and written expression. Analysis of nonfiction, fiction, poetry, and/or drama and development of successful academic arguments. This course does not satisfy any requirements beyond First-Year Writing requirements.

English 186 - Critical Reading and Writing for Multilingual Students

Fall. Credit, Four hours. Principles of effective reading skills and written expression. Analysis of nonfiction, fiction, poetry, and/or drama and development of successful academic arguments. For students whose native language is not English. This course does not satisfy any requirements beyond First-year Writing requirements.

English 205 - Poetry (HAP)

Fall, Spring. Credit, four hours. Prerequisite: English 185. Analysis and appreciation of poetry as an art form. Primary emphasis on the critical essay. Required of English majors and minors.

English 215 - History of Drama and Theater I (HSC)

Fall, Spring. Credit, four hours. A general history of the theater from its origins through the eighteenth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater. May be taken without English 216. Required of theater studies majors. (Same as Theater 215)

English 216 - History of Drama and Theater II (HSC)

Fall, Spring. Credit, four hours. A general history of the theater from the eighteenth century through the twentieth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of

drama and the theater. May be taken without English 215. Required of theater studies majors. (Same as Theater 216)

English 250 - Survey of American Literature: Beginnings to 1865 (HSC)

Spring. Credit, four hours. Readings in significant American literature to 1865 with attention to cultural and historical backgrounds.

English 251 - Survey of American Literature: 1865 to Present (HSC)

Fall, Spring. Credit, four hours. Readings in significant American literature since 1865 with attention to cultural and historical backgrounds.

English 255 - Survey of English Literature to 1660 (HSC)

Fall. Credit, four hours. Readings in significant English literature to 1660 with attention to cultural and historical backgrounds.

English 256 - Survey of English Literature since 1660 (HSC)

Fall, Spring. Credit, four hours. Readings in significant English literature since 1660 with attention to cultural and historical backgrounds.

English 260 - Survey of World Literature

Spring. Credit, four hours. Readings in significant works of the Western literary tradition with attention to cultural and historical backgrounds.

English 270 - Introduction to Creative Writing (HAP)

Spring. Credit, four hours. Prerequisite: permission of instructor. Introductory workshop in creative writing. Normally covers two genres, most often fiction and poetry. Not designed as a sequential prerequisite for other creative writing courses. May not be repeated for credit.

English 311 - Shakespeare (HAP)

Fall, Spring. Credit, four hours. Selected plays from the histories, comedies, tragedies, and romances.

English 330 - Romanticism (HAP)

Fall. Credit, four hours. Selected poems of Romantic poets such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Selections from Romantic prose writers such as Hazlitt, DeQuincey, and Lamb.

English 336 - The 19th-Century British Novel (HAP)

Spring. Credit, four hours. The development of the English novel from the early nineteenth century through the Victorian period, with representative works from novelists such as Austen, the Brontes, Dickens, Eliot, Hardy, and Conrad.

English 345 - Contemporary World Literature (HAP)

Fall. Credit, four hours. Prerequisite: English 185. World Literature in English since 1950. Selected works may include texts on African, Caribbean, Indian, Pacific, and Canadian literatures.

English 348 - Contemporary Literature (HAP)

Fall. Credit, four hours. Selected works from various genres by British and/or American writers from the 1950s to the present.

English 357 - Southern Literature (HAP)

Spring. Credit, four hours. Selected works of major contemporary Southern writers, including Faulkner, Wolfe, Warren, and Welty.

English 359 - African American Literature since 1900 (HAP)

Fall, every two years. Credit, four hours. Prerequisite: English 185 or equivalent credit. Major literary traditions of African American writers from 1900 to the present.

English 381R - Topics in Women's Literature (HAP)

Spring. Credit, four hours. Topics and perspectives vary, but may include the political novel or feminist poetics. May be repeated for credit when topic varies. This course will be accepted toward a major or minor in women's studies.

English 384RQ - Criticism (HAP)

Fall (alternate years). Credit, four hours. The relationship of critical theory to various literary forms. Specific material for analysis will vary in successive offerings of this course (writing course).

English 389R - Special Topics in Literature (HAP)

Fall, Spring. Credit, four hours. Individual literary topics and problems vary. May be repeated for credit when topic changes.

English 399R - Independent Study

Fall, Spring. Variable credit. For students desiring to pursue a specific individual project of their own design. Students must have project approved by the instructor in advance of preregistration. This course does not satisfy distribution requirements in humanities.

**ENVIRONMENTAL STUDIES**

ENVS 131Q - Introduction to Environmental Studies w/ Lab (SNT)

Fall, Spring. Credit, five hours. Basic ecological concepts, study of ecosystems and application of ecological principles to local and global environmental problems. This course does not fulfill requirements for the biology major. Four hours of lecture and one three-hour laboratory per week.

## **FILM STUDIES**

### Film Studies 270 - Introduction to Film (HAP)

Fall, Spring. Credit, four hours. General aesthetic and historical introduction to cinema, with selected readings in film criticism and theory. Weekly in-class screenings required.

### Film Studies 373R - Special Topics in Film (HAP or HSC, depending on the topic)

On demand. Credit, four hours. Prerequisite: Film Studies 270 or by consent of instructor. Individual topics on film study focusing on a specific period or movement. Weekly screenings required. FS270 is the introductory course for Film Studies.

## **FRENCH**

### French 101 - Beginning French I (HAL)

Fall. Credit, four hours. No prerequisite. Maximum of one year of high school French. This beginning-level course focuses on all aspects of communicating in French: in-class and group activities, reading, writing short compositions, listening and speaking.

### French 102 - Beginning French II (HAL)

Spring. Credit, four hours. Prerequisite: French 101 or a maximum of two years of high school French. This beginning-level course focuses on all aspects of communicating in French: in-class and group activities, reading, writing short compositions, listening and speaking. Particular attention will be given to reading stories in French

### French 201 - Intermediate French (HAL)

Fall. Credit, four hours. Prerequisite: French 102 or three years of high school French. Emphasis is on developing proficiency in oral and written communication. Assignments include a thorough review of French grammar, short readings, French movies, and frequent compositions.

### French 203 - Advanced French (HAL)

Spring. Credit, four hours. Prerequisite: French 201 or four years of high school French. Emphasis on oral and written communication skills. Assignments include a thorough review of the finer points of French grammar, cultural and literary readings, French movies, and frequent compositions.

### French 310 - Writing Skills in French (HAL)

Fall (alternate years). Credit, four hours. Prerequisite: French 203, a score of 4 or 5 on the French AP exam, or consent of instructor. Third-year-level course given in French. Intensive study of written French based on syntactic and lexical analysis of a variety of texts. Work on clear expression and control of the fine points of French

grammar. Bi-weekly compositions with extensive revisions and concern for the process of writing in a foreign language.

#### French 314 - What is Interpretation? Literary Perspectives (HAL)

Fall (alternate years). Credit, four hours. Prerequisite: Prerequisite: French 203, a score of 4' or 5' on the French AP exam, or consent of instructor. An introduction to the reading and interpretation of a variety of cultural media, including poetry, drama, prose fiction, political writings, films, painting, and architecture. Course conducted in French.

#### French 341 - Studies in the Classical Period (HAL)

Spring (alternate years). Credit, four hours. Prerequisite: French 310, French 314, or instructor permission. A survey of literary and artistic creations of the seventeenth and eighteenth centuries, with special attention paid to the cultural and historical context in which they were produced. Course conducted in French.

#### French 351 - Studies in the Modern Period (HAL)

Spring (alternate years). Credit, four hours. Prerequisite: French 310, French 314 or instructor permission. A survey of literary and artistic creations of the nineteenth and twentieth centuries with special attention paid to the cultural and historical context in which they were produced. Course conducted in French.

#### French 397R - Individual Directed Research

On demand. Credit, two to four hours. Independent reading and research in French literature and culture under the direction of a faculty member. Prerequisite: Permission of instructor and at least one 300-level French course.

### **GEOLOGY**

#### Geosciences 115 - Meteorology and Climatology with Laboratory (SNT)

Spring. Credit, four hours. No prerequisite. Emphasis on the chemical components and physics of the atmosphere, meteorological processes, climate change, and climatic regions of the world, including botanical zonation and climatic factors influencing people and nations. Four hours of lecture and one three-hour laboratory per week. Fulfills Intermediate Earth Science and upper level lab course requirements for ENVS majors.

#### Geology 141 - Physical Geology with Laboratory (SNT)

Fall. Credit, four hours. No prerequisite. Introduction to planet earth: fundamental concepts of geology developed through the study of minerals, rocks, plate tectonics, volcanoes, and forces shaping the earth's surface. Four hours of lecture and one three-hour laboratory per week. Fulfills Intermediate Earth Science and upper level lab course requirement for ENVS majors.

### Geology 142Q - Evolution of the Earth with Laboratory (SNT)

Spring (alternate years). Credit, four hours. Prerequisite: Geology 141, History of the earth in the context of changing environments. Special emphasis on the methods of analysis, environments of deposition, and organic change as seen through fossils. Course involves the interaction of biological systems with global processes such as plate tectonics, climate change, and sea-level fluctuations. Coverage includes rocks, fossils, geological maps, and field geology. Four hours of lecture and one three-hour laboratory per week. Includes a required weekend field trip to a Georgia coast barrier island. Fulfills Intermediate Earth Science and upper level lab course requirements for ENVS majors.

### Geology 250Q - Mineral Resources, Energy, and Power with Laboratory (SNT)

Spring (alternate years). Credit, four hours. No prerequisite. Emphasis on the geologic nature of nonmetallic, metallic, and energy resources. Course includes the historic development, uses, environmental concerns, and future potential of these resources. Four hours of lecture and one three-hour laboratory per week. Includes a number of required Saturday field trips. Fulfills Intermediate Earth Science and upper level lab course requirements for ENVS majors.

### Geology 297R - Independent Study

TBA. Variable credit. Independent study for environmental studies majors who have taken Geology 141 and 142 or Geology 141 and 250. Requires an independent project approved by the instructor.

### **Geology courses with off-campus component:**

#### Geology 100N - Desert Geology (SNT)

Off-campus course. Summer (alternate years). Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. Study of the climatologic origin and the geomorphology of deserts. Also includes morphological, physiological, and behavioral adaptations to life in a dry environment, and study of the ecological zones and geology of Big Bend National Park. Classes meet weekly during the semester, followed by a twelve-day field trip to Chihuahu Desert in Big Bend National Park, Texas. Fulfills Intermediate Earth Science and upper level lab course requirements for ENVS majors.

#### Geology 220N - Modern and Ancient Tropical Environments (SNT)

Off-campus course. Interim. Credit, four hours. Prerequisite: Geology 141 and permission of instructor. Additional tuition is required. Field study of modern and ancient tropical environments using the Bahamas Platform as a case study. Geological, biological, and paleontological analysis of terrestrial and marine ecosystems during winter break on San Salvador Island, Bahamas. Includes an additional required weekend field trip to a Georgia coast barrier island. Classes meet weekly during the semester. Fulfills Intermediate Earth Science and upper level lab course requirements for ENVS majors.



## **GERMAN**

### German 101 - Elementary German I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train students to hear, speak, read, and write German. Oral practice is emphasized, and cultural topics are introduced.

### German 102 - Elementary German II (HAL)

Spring. Credit, four hours. Continuation of German 101 with an increased emphasis on speaking German. Topics on Germany and German culture.

### German 201 - Intermediate German I (HAL)

Fall. Credit, four hours. Prerequisite: Elementary German II or permission of instructor. Systematic review of German grammar, introduction to historical and comparative grammar, and practice in writing German prose.

### German 202 - Intermediate German II (HAL)

Spring. Credit, four hours. Prerequisite: Intermediate German I or permission of instructor. Intensive practice in using spoken German, based on reading of short literary works, and an introduction to literary study.

### German 297R - Special Topics in German Literature

TBA. Prerequisite: German 202. Credit, four hours. Individual literary topics may vary. May be repeated for credit when topic changes.

## **GREEK**

### Greek 101 - Elementary Greek I (HAL)

Fall. Credit, four hours. Introduction to the fundamental principles of classical Greek. Students will attain as rapidly as possible the ability to read and understand literary works.

### Greek 102 - Elementary Greek II (HAL)

Spring. Credit, four hours. Prerequisite: Greek 101 or equivalent. Continuation of Greek 101. Further study of forms and syntax followed by reading from one or more authors.

## **HISTORY**

### History 101 - History of Western Civilization I (HSC)

Fall, Spring. On demand. Credit, four hours. Survey of political, economic, social, and cultural history of the West from the classical period through the reformation. Emphasis on contributions of Greco-Roman civilization; barbarian invasions and disorder of the early Middle Ages; flowering and collapse of medieval civilization; the Renaissance revival; and religious crises of the reformation.

### History 102 - History of Western Civilization II (HSC)

Fall, Spring. Credit, four hours. Survey of political, economic, social, and cultural history of the West from the Age of Absolutism to the present. Emphasis on emergence of the nation-state; the scientific revolution and enlightenment; French and Industrial Revolutions; development of romanticism, liberalism, nationalism, and imperialism; the Russian Revolution; totalitarian ideologies and the world wars; and development of the Western democracies.

### History 200N - Myth and Religion in Rome and Naples

Off-campus. Interim or summer. Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. A study of the rich mythic and religious tradition found in the history of Rome and Naples. Preparatory reading and research will culminate in a trip to Rome and Naples.

### History 231 - The Foundations of American Society: Beginnings to 1877 (HSC)

Fall. Credit, four hours. Considers the development of American Society from tentative beginnings to reconstruction. Special emphasis is given to certain critical periods including colonialism, the American Revolution, Slavery, and the Civil War.

### History 232 - The Making of Modern America: United States since 1877 (HSC)

Spring. Credit, four hours. The course introduces the social, political, economic, and diplomatic forces that have shaped modern America. Special emphasis on the changing role of government in American society, defining American freedom, the growing role of America as a world and how diverse components of the American population have interacted in American society.

### History 244 - American Civil Rights History (HSC)

Alternate years. Credit, four hours. The course focuses on the modern civil rights movement in America from 1877 to 1970 with particular emphasis on the social, political, economic, and cultural aspects of the grass-roots movement that ended legalized segregation.

### History 302 - The History of Rome (HSC)

Spring (alternate years). On demand. Credit, four hours. Using ancient authors, this seminar examines Rome's rise from rustic origins, the Republic, Rome's conversion to imperial government, the Pax Romana, and the decline and fall of the Roman Empire.

### History 309 - The Revolutionary Era: 1789–1848 (HSC)

Fall (alternate years). On demand. Credit, four hours. This course covers the complex historical forces involved in the collapse of the ancient regime in 1789, the French Imperium, the Restoration, the advent of "isms", and the abortive revolutions of 1848.

### History 322 - Europe from 1500 to 1700 (HSC)

Spring. Credit, four hours. This course examines significant historical themes from 1500 to 1700. Topics treated include: the Renaissance Papacy, Protestantism and religious Wars, Bourbon France, Hapsburg Central Europe, Tudor-Stuart England, and the Enlightenment.

### History 325 - Mythic Kings (HSC)

Spring. Credit, four hours. A course examining mythic kings – historical personages who also appear as iconic figures in legends, folklore, art, and music. Drawing on early European monarchies, including ancient Britain, the course will emphasize broad themes across time.

### History 328 - History of the Christian Church (HSC)

TBA. Credit, four hours. The Christian church in the West from the Apostolic Age to the Reformation, with emphasis on the interaction of church and society.

### History 345 - The United States since 1945 (HSC)

Alternate years. Credit, four hours. An examination of modern America as a legacy of the New Deal and World War II. Attention given to political, diplomatic, economic, and sociocultural aspects, with emphasis on reform traditions, national security concerns, and presidential leadership.

### History 349 - The New South (HSC)

Alternate years. Credit, four hours. An examination of the South after the Civil War to the present. Attention given to the agrarian South and the growth of an industrial ideal; segregation; dilemmas of political reform; race and politics; assaults upon segregation and its defenders; and modernization and change.

### History 352 - European Economic History II (HSC)

TBA. Credit, four hours. A study of the major issues, events, and trends characterizing European economic history during the early modern and modern eras.

### History 357 - The United States in the 1960s (HSC)

Alternate years. Credit, four hours. An introduction to the main developments in American society, culture, and politics of the 1960s. Topics include the New Frontier, the Great Society, the Vietnam War, the Civil Rights Movement, student activism, the Counterculture, and rise of conservatism.

### History 385R - Special Topics in History

TBA. Credit, four hours. Prerequisites: minimum of one history course and permission of both instructor and chair of the History and Social Sciences Division. Seminar and/or advanced course in selected history topics. May be repeated for credit when topic varies.

### History 397R - Directed Study

TBA. Variable credit. Prerequisite: History 101 or 102 or History 231 or 232 and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

## **HUMANTIES**

### Humanities 275Q - Topics in Italian Renaissance Studies

Summer, on demand. Credit, four hours. This course explores the major themes of Renaissance thought as developed in art, drama, music, literature, and philosophy. The course is taught in Florence, Italy.

### Humanities 280R. Topics in Spanish Civilization and Culture in Translation (Same as Spanish 280R)

Credit, four hours. Topics announced when course is offered. No knowledge of Spanish required. Readings and discussion in English. May be repeated for credit when topic varies.

Humanities 281R - Topics in Latin American Civilization and Culture in Translation (Same as Spanish 281R) Credit, four hours. Topics announced when course is offered. No knowledge of Spanish required. Readings and discussion in English. May be repeated for credit when topic varies.

### Humanities-Literature 291R - Topics in Comparative Literatures of the World in Translation

Fall. Credit, four hours. Representative works of comparative literatures of the world in different genres, from classical to modern times. Emphasis on close reading of particular texts. All readings and discussions in English. Topics announced when course is offered. May be repeated for credit when topic varies.

## **INTERDISCIPLINARY STUDIES**

(Designed to bring more than one disciplinary perspective to bear on a topic of study)

### Interdisciplinary Studies 104 - The Great Conversation: Culture (HAP)

Spring. Credit, four hours. The Great Conversation: Culture is an interdisciplinary course intended to introduce students to a selection of classic works in literature, art, music, history, philosophy, and theology from ancient times to the present.

### Interdisciplinary Studies 105 - The Great Conversation: Society

Spring. Credit, four hours. The Great Conversation: Society is an interdisciplinary course intended to introduce students to a selection of classic works in the fields of history, social science, science, mathematics, philosophy, and theology from ancient times to the present.

### Interdisciplinary Studies 108 - Qualitative Research Seminar (none)

Fall 2012 Pilot. Credit, two hours. Prerequisite: Consent of instructor only. A hands-on seminar in qualitative research methods used in the social sciences and education, surveying qualitative methods and focusing on data collection through focus groups, data analysis, and research ethics.

### Interdisciplinary Studies 290 - Interdisciplinary Seminar (Tag – Varies) Honors 300QW

Fall, Spring. Credit, four hours. Prerequisite: Application. Interdisciplinary seminar that engages with the GEP theme chosen by the faculty, subject varies at the discretion of the instructor, includes a milestone project that is original and utilizes concepts learned in previous INQ courses. Writing rich course.

### Interdisciplinary Studies 255 – Social Science and Sustainability

Spring. Credit, one hour. This course will operationalize sustainability and provide perspectives on issues in sustainability from the point of view of anthropology, economics, political science, and sociology.

## **ITALIAN**

### Italian 101 - Elementary Italian I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train students to hear, speak, read, and write Italian. Oral practice is emphasized, and cultural topics are introduced.

### Italian 102 - Elementary Italian II (HAL)

Spring. Credit, four hours. Continuation of Italian 101 with an increased emphasis on speaking Italian. Topics on Italy and Italian culture.

### Italian 397 - Supervised Reading

TBA. Variable credit. Prerequisite: permission of instructor. Advanced supervised study in the reading of literary texts or other aspects of Italian culture.

## **LATIN**

### Latin 101 - Elementary Latin I (HAL)

Fall. Credit, four hours. Introduction to the fundamental principles of classical Latin. Students will attain as rapidly as possible the ability to read and understand literary works.

### Latin 102 - Elementary Latin II (HAL)

Spring. Credit, four hours. Prerequisite: Latin 101 or equivalent. Continuation of Latin 101. Further study of Latin forms and syntax, followed by readings, from one or more authors.

### Latin 201 - Intermediate Latin I (HAL)

Fall. Credit, four hours. Prerequisite: Latin 102 or equivalent. A review of grammar and an introduction to Latin prose through selections from one or more authors such as Caesar, Apuleius, and Livy.

### Latin 202 - Intermediate Latin II (HAL)

Spring. Credit, four hours. Prerequisite: Latin 201 or equivalent. Selected readings in the poetry of Ovid and others, with attention to poetic art as well as grammar and syntax.

### Latin 398R - Supervised Reading in Latin

Credit. Four hours. Advanced supervised study in Latin and literature. Students registered for Geology 235N will do a geological field-based project in Scotland. Students registered for English 235N will do a literature-based project.

## **MATHEMATICS**

### Mathematics 100 - Introduction to College Mathematics

Fall, Spring. Credit, two hours. This course is designed for students who need to strengthen their mathematical backgrounds before entering regular college mathematics courses. The course includes a review of algebra and topics from discrete mathematics. Students attend three hours of lecture and one two-hour special session (laboratory) per week.

### Mathematics 109Q - Graph Theory and Math Models (MQR)

On demand or every other year. Credit, four hours. Students have the opportunity to confront and solve problems related to graph theory.

### Mathematics 110 - Pre-Calculus with Calculus

Fall, Spring. Credit, four hours. Pre-calculus topics with beginning calculus. For students who need a review of transcendental functions before taking calculus. Not for GER.

### Mathematics 111, 112 - Calculus I and II (MQR)

Fall, Spring. Credit, four hours each semester. This sequence includes differential and integral calculus of algebraic and transcendental functions of one variable, with applications and infinite series, including power series. Students receiving credit for Math 111 cannot take Math 119, Business Calculus for credit.

### Mathematics 112Z - Calculus II (MQR)

Fall. Credit, four hours. Prerequisite: first-year students only, by permission only. Topics in Mathematics 112 with a review of introductory concepts.

### Mathematics 117Q - Introduction to Probability and Statistics (MQR)

Fall, Spring. Credit, four hours. Basic concepts in counting, probability, hypothesis testing, linear regression and correlation, ANOVA, plus several nonparametric models. Calculator is required.

### Mathematics 120Q - Introduction to Pure Mathematics (MQR)

When schedule allows. Credit, four hours. Proofs and the foundations of mathematical thought, namely, definitions, axioms, and logic. Specific topics include geometry and number theory. Intended for non-mathematics majors.

### Mathematics 125Q - Codes and Connections: An Introduction to Number Theory (MQR)

When schedule allows. Credit, four hours. Using secret codes, puzzles, and curious mathematical oddities as motivation, this course explores the elementary concepts behind the theory of numbers and their unexpected connections with other major branches of mathematics. Intended for non-mathematics majors.

### Mathematics 207Q - Probability and Statistics (MQR)

Spring. Credit, four hours. Prerequisite: Math 112, placement recommendation, or permission of instructor. Development and use of mathematical models from probability and statistics, with applications.

### Mathematics 211 - Multivariable Calculus (MQR)

Fall. Credit, four hours. Prerequisite: Math 112. Vectors, multivariable functions, partial derivatives, multiple integrals, vector and scalar fields, Green's and Stokes' theorems, and divergence theorem.

### Mathematics 212 - Differential Equations (MQR)

Spring. Credit, four hours. Prerequisite: Math 112. Ordinary differential equations with applications.

### Mathematics 221 - Linear Algebra (MQR)

Spring. Credit, four hours. Prerequisite: Math 112 or permission of instructor. Systems of linear equations and matrices, determinants, linear transformations, vector spaces, and eigenvectors.

### Mathematics 250 - Foundations of Mathematics (MQR)

Spring. Credit, four hours. Prerequisite: Math 112. An introduction to theoretical mathematics, logic and proof, sets, induction, abstract algebraic structures, and the real number line.

### Mathematics 285R - Special Topics in Mathematics

TBA. Variable credit. Prerequisite: As specified by the instructor. Course in selected topics in mathematics, the history of mathematics, or the connections between

mathematics and scientific inquiry not offered in regular or advanced courses or seminars.

#### Mathematics 297R - Directed Study

Topics and credit to be arranged. This course does not satisfy distribution requirements in natural science and mathematics.

#### Mathematics 315 - Numerical Analysis (MQR)

Spring. Credit, four hours. Prerequisites: Mathematics 221 and Computer Science 170. Solution of linear and nonlinear systems of equations, interpolation, least-squares approximation, numerical integration, and differentiation. Significant components of the course material are based on linear algebra and computation.

### **MUSIC**

#### Music 101 - Introduction to Music (HAP)

Fall, Spring. Credit, four hours. Elementary principles of form and style in music in historical context.

#### Music 114 - Introduction to Theory and Composition (HAP)

Fall. Credit, four hours. Fundamentals of tonal music theory, basic concepts and terms, and introduction to original composition for selected media.

#### Music 200 - Music, Society and Culture (HSC)

Spring. Credit, four hours. No Prerequisite. Introduces the study of music as historical and cultural practice. Considers essential repertoires of vernacular and art music in Western and non-Western traditions. Teaches foundational skills needed to research and write critically about musical cultures, repertoires, and practices.

#### Music 204 - Music Cultures of the World (HAP)

Spring. Credit, four hours. This course explores the diverse musical styles of the world. Students examine and analyze different musical genres in relation to their specific social contexts.

#### Music 299R - Independent Study

TBA. Variable credit. Prerequisite: permission of instructor. The student will complete a specific individual project designed in consultation with a professor. This course does not satisfy GEP requirements.

#### Music 300R - Oxford Chorale

Fall, Spring. Credit, one hour. Prerequisite: permission of instructor. Group instruction in vocal music and the performance of selected repertoire. May be repeated for credit, with total credit not to exceed four hours.



### Music 300V - Oxford Chamber Ensemble

TBA. Credit, variable one to two hours. Prerequisite: permission of instructor. Group instruction in instrumental music and performance of selected repertoire. May be repeated for credit, with total credit not to exceed four hours.

### Music 310 - Applied Music, Non-majors

Fall, Spring or on demand. Credit, one hour. Prerequisite: permission of instructor. The study of music literature through performance on a specific instrument. One-hour private instruction weekly. Audition and lesson fee required. Contact the music department for current information on auditions, fees, and instruments offered.

### Music 389R - Special Topics in Music History

TBA. Credit, four hours. Prerequisite: Music 101 or permission of instructor. Study of a selected topic in Western music history.

## **OXFORD STUDIES**

### OXST 100R - Oxford Studies

Fall, Spring. Credit, one hour. Oxford Studies 100R is a one-hour, elective, multidisciplinary course which, through attendance, participation, and written reflection, encourages thoughtful involvement in the cultural, intellectual, and artistic activities available in our community beyond the confines of the traditional classroom. It may be repeated for credit.

## **PHILOSOPHY**

### Philosophy 100 - Introduction to Philosophy (HAP)

Fall, Spring. Credit, four hours. Examination of some of the central issues and speculative theories in the philosophical tradition.

### Philosophy 110 - Introduction to Logic (MQR)

Fall, Spring. Credit, four hours. Introduction to the informal techniques of critical thought and the formal analysis of argument structure.

### Philosophy 115 - Introduction to Ethics (HAP)

Fall. Credit, four hours. Examination of fundamental moral questions, such as the best way of life, the relation between happiness and moral excellence, and the nature of ethical reasoning, as treated by major philosophers.

### Philosophy 120 – Introduction to Social and Political Philosophy (HAP)

On demand. Credit, four hours. This course is an introduction to the central concepts in social and political philosophy, such as liberty, equality, justice, and fairness.

Philosophy 125 - Intro to Philosophy of Science (HAP)

Spring. Credit, four hours. No prerequisite. Introduction to central issues common to the natural and social sciences: demarcation of science, scientific explanation, evidence and confirmation and the relation to human values.

Philosophy 131 - Introduction to the Philosophy of Religion (HAP)

On demand. Credit, four hours. This course is an introduction to the central themes in the philosophy of religion, such as the nature of religious experience, the question of God's existence, and the relation of faith and reason.

Philosophy 200 - Ancient Greek and Medieval Philosophy (HSC)

On demand. Credit, four hours. No prerequisites, but is more suitable for sophomores. This course will introduce principal figures and topics in ancient Greek and Medieval Philosophy.

Philosophy 202 - Renaissance & Modern Philosophy (HSC)

On demand. Credit, four hours. No prerequisites, but is more suitable for sophomores. This course will introduce principal figures and topics in Renaissance and Modern Philosophy.

Philosophy 204 - Nineteenth and Twentieth Century Philosophy (HSC)

On demand. Credit, four hours. No prerequisites but are more suitable for sophomores. This course will introduce principal figures and topics in 19th and 20th century philosophy.

Philosophy 282R - Directed Study

TBA. Variable credit, one to four hours. Prerequisite: Permission of instructor. Independent reading and research under the direction of a faculty member.

Philosophy 285R - Special Topics in Philosophy (HAP)

On demand. Credit, four hours. Varies depending on topic. Beginning to intermediate level study of a special problem or a set of related problems in philosophy. May be repeated for credit when topic varies.

Philosophy 382R - Topics in Philosophy (HAP)

On demand. Credit, four hours. Prerequisite: Varies depending on topic. Intensive study of a special problem or a set of related problems in philosophy. May be repeated for credit when topic varies.

**PHYSICAL EDUCATION**

Physical Education 100 - Health/Conditioning/Fitness Walking (PPF)

Fall or Spring. Credit, one hour. A basic health course incorporating a variety of physical activities to increase individuals' cardiovascular fitness. Health concepts

will emphasize personal responsibility for the student's well-being. Fitness walking is for students who need low impact cardiovascular fitness.

Physical Education 101 - Weight Training/Conditioning (PPF)

Fall or Spring. Credit, one hour. Physiological basis of weight training. Skeletal muscle anatomy and physiology. A variety of weight training programs will be used to increase muscular fitness.

Physical Education 102 - Weight Training/Indoor Cycling (PPF)

Fall or Spring. Credit, one hour. A basic fitness course incorporating weight training and indoor cycling. Weight training uses machines, free-standing equipment, and selected free weights. Indoor cycling uses a modified stationary bicycle to simulate outdoor cycling for both novice and experienced cyclists. This course involves a general cardiovascular program focused and defined on the biomechanics of indoor cycling. In addition, health concepts will emphasize personal responsibility for well-being.

Physical Education 103 - Weight Training/Jogging (PPF)

Fall or Spring. Credit, one hour. A basic fitness course incorporating weight training and jogging. Weight training uses machines, free-standing equipment, and selected free weights. This course develops and maintains cardiovascular fitness, and includes training topics specific to beginning runners.

Physical Education 104 - Indoor Cycling/Conditioning (PPF)

Fall or Spring. Credit, one hour. A basic course using a modified stationary bicycle to simulate outdoor cycling for both novice and experienced cyclists. Involves a general cardiovascular program focused and defined on the biomechanics of indoor cycling.

Physical Education 105 - Indoor Cycling/Circuit Training (PPF)

Fall or Spring. Credit, one hour. A basic health/fitness course uses a stationary bicycle to simulate outdoor cycling for both novice and experienced cyclists. Circuit training involves a variety of cardio/muscular endurance workouts.

Physical Education 106 - Circuit and Plyometric Training (PPF)

Fall or Spring. Credit, one hour. A basic health course using a variety of physical activities to experience and practice the principles of fitness related to cardiovascular conditioning, muscular strength and resistance, and plyometric training.

Physical Education 107 - Fitness Running (PPF)

Fall, Spring. Credit, one hour. This course uses running/jogging/technical drills as a way to develop and maintain aerobic and anaerobic fitness level. Course content includes mechanics of running, injury prevention, physiological changes, and adaptation training. This course is for all level of runners.

### Physical Education 109 - Mat Pilates/Dance Movement Exercise (PPF)

Fall or Spring. Credit, one hour. Mat Pilates focuses on synergy, connectivity and muscular integration enhancing core strength and development of long, lean muscles. Dance movement is a dance-fitness class that incorporates international music/dance movements.

### Physical Education 110 - Beginning Swimming (PED)

Fall, Spring. Credit, one hour. Placement or permission of instructor/aquatics only. For students who are not comfortable in shallow water and/or who cannot swim in shallow water. This course develops the non-swimmer's skills in basic strokes and personal water safety. The survival stroke and other survival techniques are emphasized in this class.

### Physical Education 111 - Intermediate Beginning Swimming (PED)

Fall or Spring. Credit, one hour. Placement or permission of instructor. For students who are not afraid of the water but are not comfortable in deep water. Emphasis is on development of basic strokes and personal water safety and survival skills.

### Physical Education 112 - Fitness Swimming and Water Cardio/Core Conditioning for Swimmers (PPF)

Fall or Spring. Credit, one hour. Prerequisite: Only those students who have been placed out of aquatics, or who have successfully taken PE 111, Advanced Beginning Swimming, are permitted to enroll in this class. This course includes individualized rigorous swimming and a conditioning program paired with water exercises designed to strengthen and tone core musculature.

### Physical Education 113 - Lifeguard Training (PED)

Fall or Spring. Credit, one hour. Prerequisite for this class: 500 yard swim, 40 yards brick retrieval swim Fees: there will be a nominal fee to be paid upon completion of the prerequisite for this class. This is an entry-level lifeguard certification class. Upon completion of this class you may receive certifications in the following from the American Red Cross: Lifeguarding, First Aid, CPR for the Professional Rescuer.

### Physical Education 120 - Skin and Scuba Diving (PED)

Fall, Spring. Credit, one hour. To provide students a high quality, safe, fun, and educational SCUBA experience. SCUBA Diving is a lifelong opportunity to explore nature and learn ways to protect the environment. Upon successful completion of this class students will receive Professional Association of Dive Instructors (PADI) Open Water SCUBA Diver Certification.

### Physical Education 121 - Recreational Dance (PED)

Fall or Spring. Credit, one hour. A survey of selected folk dances and ballroom dances related to motor skill development, appreciation of cultural diversity, and enjoyment of dance as a social activity.

#### Physical Education 122 - Beginning Tennis (PED)

Fall or Spring. Credit, one hour. Intermediate/advanced players should not take this course (those above 2.5 USTA rating). Those who do may be subject to intermediate/advanced grading standards at the discretion of the instructor. History, rules, ground strokes, serve, volley, and singles and doubles strategy and play are included. Students must furnish racket.

#### Physical Education 124 - Tai Chi Chuan and Qi Gong Meditation (PED)

Fall or Spring. Credit, one hour. Through tai chi forms, movements, and Qi Gong meditation exercises one develops coordination, flexibility, improvement of level of concentration, and acquires stress release techniques. Discussion of Eastern culture is included.

#### Physical Education 125 - Badminton (PED)

Fall, Spring. Credit, one hour. Combines unique, explosive movements along with relevant strokes. Basic skills, rules, and court procedure for playing singles, doubles, and mixed doubles.

#### Physical Education 126 - Beginning Golf (PED)

Fall, Spring. Credit, one hour. This course is an introduction to the basic development of the golf swing, chipping, and putting. Basic rules necessary to play the game will be covered. Students must furnish golf clubs. Minimum club requirements for class would be a putter and selected irons (i.e., 3 through pitching wedge).

#### Physical Education 127 - Beginning Tai Chi Chuan (PED)

Fall or Spring. Credit, one hour. Through tai chi forms and movements, one develops coordination, flexibility, improvement of level of concentration, and acquires stress release techniques. Discussion of Eastern culture is included.

#### Physical Education 128 - Yoga (PED)

Fall or Spring. Credit, one hour. This course is an introduction to some of the basic yoga postures and breathing techniques. Students will study yoga history and philosophy and some of the major yoga lineages.

#### Physical Education 129 - Karate and Self Defense (PED)

Fall, Spring. Credit, one hour. Introduction to the history, philosophy, and basic knowledge of karate, self-defense and martial arts in general. Students are introduced and taught a variety of skills in karate, self-defense, and martial arts with an emphasis on self-discipline.

#### Physical Education 130 - Stress Management Activity (PED)

Fall or Spring. Credit, one hour. Basic principles for developing physical and mental strategies to achieve states of relaxation. The student will engage multiple modes of physical activity that can promote effective stress management. Time management,

breathing and meditation practice, and effective communication skills will be included.

#### Physical Education 132 - Outdoor Connection (PED)

Fall or Spring. Credit, one hour. The purpose of this class is to introduce, discuss, demonstrate, and participate in various outdoor activities. Teamwork, decision making, safety, and experience will be used and learned during this class.

#### Physical Education 134 - Soccer (PED)

Fall or Spring. Credit, one hour. This course focuses on learning fundamental soccer skills, basic soccer tactics, game strategies, and rules.

#### Physical Education 135 - Basketball (PED)

Fall or Spring. Credit, one hour. This course is designed to increase the students' knowledge and appreciation of the sport of basketball. The course focuses on the historical background, rules and strategies in basketball. Basic skills, technique and strategies are also taught and practiced through participation.

#### Physical Education 136 – Flag Football (PED)

Fall, Spring. Credit, one hour. The purpose of this course is to provide students with a basic understanding of football. Students will be introduced to the history, rule variations, strategies, and fundamental skills necessary for the enjoyment of gridiron football.

#### Physical Education 137 - Ultimate Frisbee (PED)

Fall or Spring. Credit, one hour. This course focuses on learning fundamental skills, basic ultimate tactics, and rules.

#### Physical Education 138 - Beginning Ballet Technique (PED)

Fall or Spring. Credit, one hour. This course is a beginning level technique class and is designed to introduce students to ballet terminology, technique and performance. This course will concentrate on body alignment, technical development, performance quality and proper execution of ballet exercises and combinations.

#### Physical Education 139 - Yoga and Ballroom Dance (PED)

Fall or Spring. Credit, one hour. In this paired physical education course students will practice basic yoga asanas for half of the semester and ballroom dance for the other half of the semester.

#### Physical Education 140 - Yoga and Folk Dance (PED)

Fall or Spring. Credit, one hour. In this paired physical education course students will practice basic yoga asanas for half of the semester and folk dance for the other half of the semester.

#### Physical Education 141 - Beginning Modern Dance Technique (PED)

Fall or Spring. Credit, one hour. This course is a beginning level technique class and is designed to introduce students to modern dance terminology, technique and performance. This course will concentrate on body alignment, technical development, performance quality, improvisation and proper execution of modern exercises and combinations.

#### Physical Education 143 - Team Sports: Soccer and Basketball (PED)

Fall or Spring. Credit, one hour. This paired course is designed to increase the students' knowledge and appreciation of the sport of soccer and basketball as team sports. Within the framework of this course the focus will be on teaching history, rules, strategies, and basic techniques

#### Physical Education 144 - Team Sports: Volleyball/Softball (PED)

Fall or Spring. Credit, one hour. This paired course is designed to increase the students' knowledge and appreciation of the sports volleyball and softball. The course focuses on the historical background, rules and strategies in volleyball and softball. Basic skills, technique and strategies are also taught and practiced through participation.

#### Physical Education 146 - Topics in Lifetime Activities – Biking & Jogging (PPF)

Fall, Spring. Credit, one hour. An overall view of cycling and jogging – rules of the trail and road, safety, riding technique, clothing, equipment, and basic bike maintenance. Both the jogging and cycling portions of the class are designed to provide students with an understanding of cardiovascular, cardiorespiratory and aerobic fitness as well as developing a healthy and sustainable physical active lifestyle. Students may use their own bike or may use a bike and helmet borrowed from Oxford College. Helmets are required.

#### Physical Education 147 – Outdoor Biking/Stress Management (PED)

Fall, Spring. Credit, one hour. Basic bicycle mechanics and cycling safety. Basic stress management; communication skills, yoga, tai chi, and Pilates. Students provide personal bicycles and helmets or arrange to use Oxford College CHL bicycle and helmet.

#### Physical Education 150 - Play Oxford and Physical Education (PPF)

Fall, Spring. Credit, one hour. Play Oxford is designed to offer an opportunity for students to complete a physical education course by participating once a week in instructor-led class sessions plus independent participation in the Play Oxford program. Play Oxford is a program that is paired with a particular physical education course in which students engage in personal fitness through a structured, supervised, yet flexible, active lifestyle program. Students who have registered for this class are responsible for participating in Play Oxford Program including orientation lectures and various activities. They must complete at least 21 hours to

30 hours of physical activity in 14 weeks. Each week they must finish at least one hour of self-guided activity, based on Play Oxford guidelines

Physical Education 160 - Varsity Tennis (men/women), Varsity Soccer (men/women), Varsity Basketball (men), Varsity Golf (men/women), Varsity Cross Country (PPF)

Spring. Credit, one hour. Students participating in varsity sport competition engage in daily training activities prescribed by their Head Coach, as well as engage in competition that utilizes the skills and fitness developed during those training sessions.

Physical Education 220R - Topics in Physical Education (PED)

TBA. Credit, one hour. Prerequisite: with permission of instructor. Specific topic(s) to be announced when course is offered. Counts toward lifetime activity area.

## **PHYSICS**

Physics 141 - Introductory Physics I with Laboratory (SNT)

Fall. Credit, four hours. Prerequisite: Math 111 or Math 110. Elementary course covering the principles of mechanics, heat, thermodynamics, and wave motion. Methods of calculus are introduced and used where appropriate. Four hours of lecture and one three-hour laboratory per week.

Physics 142 - Introductory Physics II with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Physics 141. Optics, electricity and magnetism, and atomic and nuclear physics. Four hours of lecture and one three-hour laboratory per week.

Physics 151 - General Physics: Mechanics with Laboratory (SNT)

Fall. Credit, four hours. Co-requisite: Mathematics 112. A calculus-based introductory course covering mechanics, thermodynamics, and wave motion. Four hours of lecture and one three-hour laboratory per week.

Physics 152 - General Physics: Electricity, Magnetism, and Optics with Lab (SNT)

Spring. Credit, four hours. Prerequisite: Physics 151. A continuation of Physics 151 covering electricity, magnetism, and geometric and wave optics. Four hours of lecture and one three-hour laboratory per week.

Physics 253 - Modern Physics with Laboratory (SNT)

Fall. Credit, four hours. Prerequisites: Math 112 and either Physics 142 or 152. Special theory of relativity, wave and particle properties of electromagnetic radiation and matter, introduction to quantum mechanics, Schrodinger equation, atomic models, and simple molecules. Four hours of lecture and one three-hour laboratory per week.



### Physics 380R - Special Topics in Physics

On demand. Variable credit. Prerequisite: Permission of instructor.

### Physics 397R - Directed Study

On demand. Variable credit. Prerequisite: At least one course in physics and permission of instructor

### Physics 399R - Undergraduate Research

On demand. Variable credit. Prerequisite: At least one course in physics and permission of instructor. For students who want to participate in physics research with an Oxford College physics faculty member acting as research director.

## **POLITICAL SCIENCE**

### Political Science 100 - National Politics in the United States (NSC)

Spring. Credit, four hours. Origins, principles, structures, processes, and practices of American government from a Political Science perspective. Emphasizes on democratic foundations, lining processes, government institutions and policy making.

### Political Science 101Q - Introduction to Politics (HAP)

Fall, Spring. Credit, four hours. Approaches to the study of politics and comparison of political systems, including democratic and authoritarian regimes, within the context of Western civilization.

### Political Science 101 - Introduction to Politics (HAP)

Fall, Spring. Credit, four hours. Approaches to the study of politics and comparison of political systems, including democratic and authoritarian regimes, within the context of Western civilization.

### Political Science 110 - Introduction to International Politics (HSC)

TBA. Credit, four hours. Introduction to analytical concepts, the nature of the interstate system, the assumptions and ideas of diplomacy, and the determinants of foreign policy.

### Political Science 113 – The Genesis of Three Major World Issues

Spring, on demand. Credit, one hour. Prerequisite: Political Science 101. Without this course the student would not have the knowledge they need to gain advantage from it. A consideration of three international issues and their relation to justice.

### Political Science 120 - Introduction to Comparative Politics (HSC)

Fall, Spring. Credit, four hours. This course provides an introduction to the comparative study of modern political systems. It outlines the major concepts and methods of comparative political analysis and applies them to a selection of advanced industrial democracies, communist and post-communist states, and

developing countries. In each case, we will examine the key institutions and patterns of political behavior, as well as, the historical and social context of present-day politics.

Political Science 208 - Political Science Methods (MQR)

Spring. Credit, four hours. Prerequisite: Quantitative Theory and Methods (QTM 100) and Political Science 101. Fundamental concepts and quantitative techniques of empirical political inquiry. Introduction to concepts of measurement, parametric, and nonparametric statistics. Basic bivariate, univariate and multivariate statistics used in political science. Satisfactory original research report required for passing grade. [Prior to Fall 2010, this course carried a number of POLS 308]

Political Science 201 - Classical Political Thought (HAP)

Fall. Credit, four hours. Prerequisite: Political Science 101. Beginnings of the Western political heritage as shaped by the great political thinkers from Plato to Marsilius.

Political Science 202 - Modern Political Thought (HAP)

Spring. Credit, four hours. Prerequisite: Political Science 101. Political thought in the modern period, from Machiavelli through the nineteenth century.

Political Science 303 - American Political Thought to 1912 (HSC)

Spring. Credit, four hours. Prerequisite: Political Science 101. History of American political thought from the founding to the Progressives, with primary attention to views on democracy, liberty, equality, property, and the Union.

Political Science 306 - Human Nature in Politics from the Feminine Perspective (HAP)

Spring (alternate years). Credit, four hours. Prerequisite: Political Science 101 or permission of instructor. A survey course in political philosophy, ancient to modern. It investigates the theme of human nature by consideration of varying views of the feminine.

Political Science 320 WR - Political Violence (HSC)

Spring. Credit, four hours. Prerequisites: Pols 101 and Pols 110 or Pols 120. This course introduces students to social scientific explanations for the causes, consequences and resolution of insurgency and terrorism. Students utilize theoretical models to analyze major developments in world events. This course is designed to allow student to engage critically and seriously with recent scholarship on a variety of forms of political violence and violent conflict.

Political Science 352 - Constitutional Law (HSC)

Fall. Credit, four hours. Prerequisite: Political Science 101; and Political Science 100 or permission of instructor. Basic principles of the Constitution and powers of the

national and state governments, examined through Supreme Court decisions and secondary works.

Political Science 353 - Civil Liberties (HSC)

Spring. Credit, four hours. Prerequisites: Political Science 101; Political Science 100 suggested but not required. Examination of individual liberties guaranteed by the United States Constitution, including freedom of expression and religion; the right to privacy; and the right against age, sex, race, or economic discrimination.

Political Science 385R - Special Topics in Political Science

TBA. Credit, four hours. Prerequisite: Political Science 101 and permission of both instructor and chair of the History and Social Sciences Division. May be repeated for credit when topic varies. Seminar and/or advanced class in selected political science topics. Primarily for students interested in politics.

Political Science 397R - Directed Study

TBA. Variable credit. Prerequisites: Political Science 101, two other political science courses, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

## **PSYCHOLOGY**

Psychology 110 - Introduction to Psychobiology & Cognition (SNT)

Fall, Spring. Credit, four hours. No prerequisite. Introduction to the biological basis of behavior and the experimental approach to cognition.

Psychology 111 - Introduction to Psychology II: Development, Social Behavior, and Individual Differences (HSC)

Fall, Spring. Credit, four hours. Introduction to experimental design, social psychology, social and emotional development, personality measurement and theory, psychopathology, and therapeutic interventions.

Psychology 205 - Child Development (HSC)

Fall, Spring. Credit, four hours. No prerequisite. The purpose of this course is to trace the cognitive, physical, and psychosocial changes of the human being from conception through adolescence and to examine the factors that influence this course of development.

Psychology 210 - Adult Abnormal Behavior (Adult Psychopathology) (SNT)

Spring. Credit, four hours. Prerequisite: Psychology 110 or Psychology 111. Descriptions of, explanations for, and treatment of the major adult psychological disorders.

Psychology 222 - Neuroscience and Behavioral Biology 222Q/ Clinical Neuroscience (SNT)

Fall. Credit, four hours. No prerequisite. This course is an introduction to the neurobiology of mental disorders such as depression and schizophrenia. Additional topics include: psychoneuroimmunology, stress and coping, and psychopharmacology. A background in neuroscience (as offered in anthropology, biology, chemistry, or psychology) strongly encouraged.

Psychology 305/Women's, Gender and Sexuality Studies 305 - Psychology of Gender (HSC)

Spring. Credit, four hours. Prerequisite: Psychology 110 or Psychology 111. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

Psychology 312 - Psychological Conceptions of Giftedness (HSC)

Fall. Credit, four hours. Prerequisite: Psychology 111. Students will study intellectual giftedness, the many different types of creativity, and even critically examine the evidence for ESP. The course will focus on issues of definition, designing effective educational systems, acceptance of the gifted by society, and the latest research findings.

Psychology 330Q - Personality Theories (HSC)

Spring. Credit, four hours. Prerequisite: Psychology 110 or Psychology 111. Examination of the major personality theories as well as the research that informs the theories.

Psychology 360 - Foundations of Leadership

Spring. Credit, four hours. Prerequisite: Psychology 111. Students will focus on the nature of effective and ethical leadership across cultures as well as within politics, business, and nonprofits.

Psychology 385R - Special Topics in Psychology

TBA. Variable credit. Prerequisites: at least one 100-level psychology course and permission of instructor. Seminar in selected topics of psychology or directed individual course of study. May be repeated for credit when topic varies.

Psychology 397R - Directed Study

TBA. Variable credit. Prerequisites: Psychology 110 or Psychology 111, two other psychology courses, a written proposal, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

## **QUANTITATIVE THEORY & METHODS**

### QTM 100 - Introduction to Statistical Inference with laboratory (MQR)

Fall, Spring. Credit, Four hours. QTM100 provides an introduction to descriptive and inferential statistics. It is designed as a gateway course, with emphasis on practice and implementation. The course introduces probability, sampling distributions, interval estimation, hypothesis testing, ANOVA, regression, and nonparametric tests. The class consists of lectures and a weekly lab session. The lectures introduce statistical concepts and theory and the lab session applies those lessons using the statistical software R.

The following departments require QTM100 as a part of their major coursework: Neuroscience and Behavioral Biology, Psychology, Anthropology, Educational Studies, Human Health, and Sociology

## **RELIGION**

### Religion 100 - Introduction to Religion (HSC)

Fall, Spring. Credit, four hours. An exploration of diverse ways of being religious in thought, action, community, and experience, as displayed in two or three traditions and cultures, including the non-Western.

### Religion 150 - Introduction to Sacred Texts (HAP)

Fall, Spring. Credit, four hours. Comparative study of sacred texts in two or more religious traditions and examination of the function of sacred texts in religious communities.

### Religion 205 - Biblical Literature (HAP)

Fall. Credit, four hours. The Hebrew Scriptures in translation, examined in their historical setting, and their application in early Jewish and early Christian writings.

### Religion 211 - Western Religious Traditions (HSC)

Fall. Credit, four hours. This course examines Western religions over a significant span of history, special emphasis on interactions between culture and religions and between religions: topic varies.

### Religion 212 - Asian Religious Traditions (HAP)

Spring. Credit, four hours. Thematic study of at least two Asian religious traditions. Thematic emphasis may include relationships of text and context, pilgrimage, gender, epic performance, religious institutions, visual arts, or colonial and post-colonial identities. The course will introduce the student to some major Asian religious and philosophical traditions and will focus upon the traditions, key historical developments and contemporary forms.

Religion 247 - Portraits of Jesus: Art and the Interpretation of the Gospels

Spring. Credit, four hours. An exploration of the New Testament gospels as literary works of art in the first-century contexts and how passages from those gospels have been dynamically (re)interpreted through the visual arts.

Religion 314 - Islam (HSC)

Spring (alternate years). Explores norms of Muslim belief and practice, locating them in the historical context of their origin in seventh-century Arabia and examining their interpretations in various historical and geographical contexts.

Religion 323 - Death and Dying in World Religions (HSC)

Fall, on demand. Credit, four hours. Prerequisite: One course in religion. Mastery of the basic vernacular of the study of religion is necessary for this course dealing with a focused topic within comparative religions. Understanding death through a study of religious attitudes and practices, modern therapies for the dying, ethnical issues, and Western and Asian theological perspectives.

Religion 345 - The Ethics of Jesus (HSC)

Spring. Credit, four hours. No prerequisites. Religion 245 introduces the topic, approaches, and nature of an academic study of the historical Jesus with a central focus on the ethics of Jesus in its first century contexts.

Religion 348 - The New Testament in Its Context (HAP)

Fall, Spring. Credit, four hours. Interpretation of the New Testament in the context of the historical, social, religious, and literary environment of the eastern Mediterranean world during Late Antiquity.

Religion 370R - Special Topics: Religion and Culture

TBA. Credit, four hours. Prerequisite: one course in religion; other prerequisites as specified for topic. Aspects of religion in relation to contemporary culture.

Religion 373R - Special Topics in Religious Studies

TBA. Credit, four hours. Prerequisite: One course in religion and permission of instructor. Study in depth of a limited historical or theoretical problem. May be repeated for credit when topic varies.

**SOCIOLOGY**

Sociology 101 - Introduction to Sociology (HSC)

Fall, Spring. Credit, four hours. Introduction to the scientific study of human group behavior. Emphasis on definition of analytical concepts and tools for the exploration of significant data in social organizations, culture, institutions, and social change.

### Sociology 214 - Class/Status/Power (HSC)

Fall. Credit, four hours. With an emphasis on industrialized democracies, this course explores sociological explanations of how and why patterns of social inequality occur and some of the consequences they produce. Prerequisite: SOC 101 – Students should first have a basic understanding of Sociology before taking this course.

### Sociology 215N - Social Problems (HSC)

Interim. Off-campus course. On-demand by a minimum of twelve students. Credit, four hours. Prerequisite: Sociology 101 or permission of instructor. This seminar includes outside readings and discussions once a week for eight weeks during the Fall semester. During January, ten intensive sessions are held in Atlanta, with observations in prisons, courts, hospitals, and social service agencies.

### Sociology 230 - Sociological Aspects of Health and Illness (HSC)

Spring, TBA. Credit, four hours. Prerequisite: Sociology 101 or permission of instructor. The sociological factors affecting health and the organization of health care. The medical care services and professionals as social institutions; social history of health; environmental sources of disease; mental health; and effects of technology on health care.

### Sociology 231R - Social Change in Developing Societies

Off-campus course. Spring. Credit, four hours. Prerequisite: permission of instructor. The sociological factors affecting social change in developing societies. Includes a focus on globalization, modernization, and aspects of non- Western health care.

### Sociology 235 - Deviant Behavior (HSC)

Spring. Credit, Four hours. This course examines various areas of norm violations and rule-breaking behaviors. Students will learn how norms vary across time, culture, and society by looking at how norms are socially constructed. Prerequisites: SOC 101 – student should first have a basic understanding of sociology before taking this higher-level course.

### Sociology 240 - Sociology of Food (HSC)

Fall. Credit, four hours. Prerequisite: SOC 101, students should first have a basic understanding of Sociology before taking this course. This course takes a sociological look at food, with a focus on sustainability. Students will study political economy, food security, and culture as it relate to food production and consumption

### Sociology 245 - Individual and Society (HSC)

Spring, TBA. Credit, four hours. Prerequisite: Sociology 101 or Psychology 100. The relation of the individual to society; measurement, change, and development of social attitudes; interpersonal relationships; group dynamics; and social problems.

### Sociology 248 - Sociology of Sustainability (HSC)

Spring. Credit, four hours. Prerequisite: Sociology 101. Early in the conceptualization of sustainability there were environmental, economic, and social elements - including elements of spirituality. This class looks at the various dimensions of sustainability through a sociological lens.

### Sociology 348 - Old People in Society (HSC)

Fall, TBA. Credit, four hours. Prerequisite: Sociology 101 or one 100-level psychology course. Study of the aged population and the aging process from psychological and sociological perspectives. Includes current gerontological theories, selected problems of old people, and applications of social- psychological theories to adjustment of the aged.

### Sociology 389R - Special Topics in Sociology

TBA. Credit, four hours. Prerequisites: Sociology 101 and permission of both instructor and chair of the History and Social Sciences Division. Seminar in selected topics of sociology. May be repeated for credit when topic varies.

### Sociology 397R - Directed Study

### Sociology 397R - Directed Study

TBA. Variable credit. Prerequisites: Sociology 101, two other sociology courses, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

## **SPANISH**

### Spanish 101 - Elementary Spanish I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train the student to speak, read, and write Spanish. Oral practice is emphasized.

### Spanish 102 - Elementary Spanish II (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 101 or permission of instructor. Continuation of Elementary Spanish I. Oxford faculty may teach this course in summer session in Spain.

### Spanish 111 - Intensive Elementary Spanish (HAL)

Fall, Spring. Credit, four hours. Prerequisite: Students need to take the Online Placement Exam and score 200 or higher to take this course. Also if they have received a score of four or higher on the foreign language or literature Advanced Placement Test or a score of five or higher on the International Baccalaureate exam, they can take this course. All those prerequisites plus consent of instructor. Designed to advance students towards a higher level of proficiency in the Spanish language and culture. This accelerated beginning-level language is intended for



students with previous education in Spanish who need additional review and practice before the intermediate level. The follow-up course will be Spanish 201.

#### Spanish 201 - Intermediate Spanish I (HAL)

Fall. Credit, four hours. Prerequisite: Spanish 102, placement, or permission of instructor. Students learn to communicate through activities in speaking, listening, reading, and writing; review and learning of vocabulary, grammar, and pronunciation; and study of Hispanic cultures and societies. Oxford faculty may teach this course in summer session in Spain.

#### Spanish 202 - Intermediate Spanish II (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 201 or permission of instructor. This course is a continuation of Spanish 201 and is designed to further develop students' Spanish skills. Students refine their grammar usage through continued review of basic structures and study of complex structures. Oxford faculty may teach this course in summer session in Spain.

#### Spanish 212 - Advanced Spanish Practice (HAL)

Fall. Credit, four hours. Prerequisite: Spanish 202, placement, or permission of instructor. Development of advanced language, reading, conversation, and writing skills through discussion of readings and films from contemporary Hispanic culture. Not intended for native speakers of Spanish or those who speak with native fluency. Oxford faculty may teach this course in summer session in Spain.

#### Spanish 215 - Reading and Writing Strategies (HAL)

TBA. Credit, four hours. Prerequisite: Spanish 212 or permission of instructor. Advanced reading and writing practice focused on critical discussion of texts about cross-cultural contact and misunderstanding. Oxford faculty may teach this course in summer session in Spain. Satisfies Oxford College continued writing requirement.

#### Spanish 300 - Reading in Spanish: Texts and Contexts (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 212 or Spanish 215 or permission of instructor. The foundation course for the major and minor. A course is Hispanic cultural literacy that also strengthens written and oral language skills. This course must be completed on campus at Oxford or Emory College and cannot be completed abroad.

#### Spanish 318 – Advanced Writing in Spanish (HALW)

Spring. Credit, four hours. Prerequisite: Spanish 212, or consent of instructor. Third-year-level course in Spanish is an intensive and practical approach to written expression through examination of cultural topics, such as current events in the Hispanic world, movies, literary works, and controversial issues. Exploration of these topics to further the development of other principal writing modes: description, narration, exposition and argumentation. Students will study and

practice problematical points of syntaxes and grammar in authentic contexts (writing course).

### Spanish 321 – Cultural History of Latin America (HAL)

Fall (alternate years). Credit, four hours. Prerequisite: Spanish 212, or consent of instructor. Introduces students to Hispanic American cultures and literatures from the pre-Columbian period through the Spanish conquest, the Baroque, and up to the wars of Independence. Examines literary texts as well as other written documents such as cartas, requerimientos, relaciones, declaraciones, etc., integrates readings from literature, anthropology, history, and art history among others.

### Spanish 385 – Special Topics in Language and Culture (HAL)

Spring (alternate years). Credit, four hours. Prerequisite: Spanish 212, or consent of instructor. Study of Hispanic authors, genres, literary periods, cinema or cultural trends not represented in the regular curriculum. The structure of the particular course is determined by the nature of the topic and the preference of the instructor.

## **THEATER STUDIES**

### Theater Studies 100 - Introduction to Theater (HAP)

Fall, Spring. Credit, four hours. This course serves as an introduction to the major movements in theatre and to contemporary theatrical practice. Through readings, exercises, video presentations and live theatre events students will gain critical, cultural and experiential perspectives on this dynamic art form.

### Theater Studies 120 - Introduction to Acting (HAP)

Fall. Credit, four hours. A hands-on course in acting technique that also requires written and verbal reflection. The course introduces the student to the following: warm-ups, improvisation, theater games, character study, including written character scene work, collaborative presentations, and a final public performance that coalesces around one theme or one play. Students receive regular feedback from the instructor. Students read and study complete plays in order to create characters for scenes.

### Theater Studies 200R

Fall, Spring. Variable credit. Prerequisite: previous theater experience at Oxford and permission of instructor. Advanced work in theater to include one or more of the following: directing, lighting, set design, and playwriting. May be repeated for credit.

### Theater Studies 215 - History of Drama and Theater I (HSC)

(Same as English 215) Spring. Credit, four hours. The history of theater from the ancient Greeks to the eighteenth century. Primarily literary analysis of

representative plays, with attention paid to audiences and historical context. Areas of concentration are Greek tragedy, Shakespeare, and eighteenth-century comedy. Class time is mostly taken up in discussion. The course is required for theater majors, but counts toward the English major, and is a good course for any student interested in close textual analysis and in discussion of the important ideas of Western culture and civilization.

### Theater Studies 216 - History of Drama and Theater II (HSC)

(Same as English 216) Fall. Credit, four hours. A history of the theater from the eighteenth century through the twentieth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater in the modern period. May be taken without Theater 215. Required for theater studies majors.

## **WOMEN'S, GENDER AND SEXUALITY STUDIES**

### Women's, Gender and Sexuality Studies 100 - Introduction to Women's Studies (HSC)

Fall, Spring. Credit, four hours. Introduction to the study of women from a historical and political perspective, with special attention to gender as a system of social classification in work, communities, and politics; and to women's identities and roles within and among states, classes, and races.

### Women's, Gender and Sexuality Studies 200 - Gender, Race, Class and Sexuality (HSC)

Fall. Credit, four hours. Interdisciplinary and cross-cultural examination of race, gender, class, and sexuality as they contribute to shaping the lives and identity formation of diverse women in the United States.

### Women's, Gender and Sexuality Studies 300 - Transnational Feminisms: Activision in Global Contexts (HSC)

Spring. Credit, four hours. Prerequisite: WGS 100 or WGS 200. Students will explore the processes involved in the cultural construction of the gender categories. We will analyze power differentials in various cultural contexts. Specifically studying feminist activism in selected countries.

### Women's, Gender and Sexuality Studies 305/Psychology 305 - Psychology of Gender (HSC)

Spring. Credit, four hours. Prerequisite: Psychology 110 or Psychology 111. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

Women's, Gender and Sexuality Studies 385R - Special Topics in Women's, Gender and Sexuality Studies (HAP or HSC, depending on topic)/cross-listed for Philosophy 382R

On demand. Credit, four hours. Individual topics and problems in Women's, Gender and Sexuality Studies vary. May be repeated for credit when topic change

## **Educational Resources**

### **Libraries**

#### **Oxford Library & Academic Commons**

During 2012-2013, the Oxford Library & Academic Commons was completely renovated and approximately 10,000 square feet was added to the existing structure. The new facility offers a powerful combination of traditional resources, emerging information technologies, and well-designed spaces to build community, increase communication, and inspire achievement. A great strength of an Oxford education is the experience of community and the library is the heart of that experience. It is a vibrant center of academic excellence, research, and learning that maintains a commitment to student-centered services:

- Research Practices Library Instruction Program: Collaboration between librarians and faculty provides course integrated library instruction, helping students maximize the resources available to them and become skilled and critical information consumers.
- Librarians' Office Hours: One-on-one research help with a librarian is available in dedicated research consultation areas. Students may drop in for a research consultation or make an appointment for more in-depth help.

Resources/Services: Oxford students have access to the following resources/services:

- Library staff may be reached by phone, e-mail, text message, or instant message for assistance.
- Full access to the extensive print and electronic resources of all the Emory University Libraries, including 3.7 million books, 83,000 electronic journals, and 700 article databases.
- Books requested from any of the Emory libraries are delivered directly to the Oxford campus.
- Interlibrary Loan request system – get resources you need that are not available at any Emory libraries.
- Dynamic DVD collection, the ability to check out MacBooks and iPads for 24 hours, and access to a variety of A/V equipment, including data projectors, flip video cameras, and tripods.
- Technology-rich group study spaces that may be reserved online.

- Writing Center services are located in the library.

More information about the Oxford library can be found at our website:  
<http://oxford.library.emory.edu>

### **Information Technology Facilities**

Oxford College provides an extensive range of workstations, software, networking, and services to the college. Computing facilities include information technology labs and classrooms distributed across campus.

Secure Wi-Fi is available across the entire campus, including in all residence hall rooms, which are also equipped with cable TV connections. A separate network provides wireless connectivity for game consoles, eReaders, Internet TVs, Roku, Apple TVs, and other consumer devices.

Students receive Emory network IDs for Microsoft Office 365 (email, calendaring, Word, Excel, PowerPoint, others), learning management, cloud file storage, administrative functions, and Internet access. Anti-virus software, required for connectivity, is provided at no charge. Most courses are taught in technology-enabled classrooms using integrated computing and audio/visual features. Student technology instruction is provided in classes upon request. Technology consulting is available for class projects, residence hall connections, and general assistance.

The Hotspot in the Humanities Hall offers a forward-looking technology environment that blends mobile technology, social networking, academic engagement, and co-curricular activities. The Hotspot features a large-screen with digital audio for presentations, videos and game entertainment; a second screen with Xbox, wii U, and PlayStation consoles; a video production studio with green-screen videography technology and a ground-to-order gourmet coffee service.

During student orientation, students are introduced to the technology resources and provided brief instruction on using the Oxford/Emory network.

### **Writing Center**

The Oxford Writing Center offers tutoring in writing and composition for any class. The tutors are students with diverse majors and interests who can help students with structure, organization, style, and grammar. The center is in the Oxford library and is open twenty-five to thirty hours a week (770.784.8406). Refer to the website at: <http://oxford.emory.edu/academics/centers-institutes-programs/writing-center/>

### **Mathematics Center**

The Mathematics Center, located in Pierce Hall, offers help and support for all math classes taught at Oxford. One-on-one tutoring from both faculty and student tutors

is available Monday through Thursday in the afternoon (see the website referred to below for specific times).

All tutoring is done on a drop-in basis, so no appointments are necessary. Students are encouraged to use the center as a place to do their math homework, asking questions of the faculty and student tutors as needed. For further information or for additional help and resources for some courses (in the form of written and video tutorials), please refer to the Mathematics Center website at <http://mathcenter.oxford.emory.edu>

### **English as a Second Language (ESL)**

The English 186 Critical Reading and Writing for Multilingual Students course offers intensive classroom instruction for one semester to high proficiency students whose first language is not English, followed by out-of-classroom support and one-on-one tutoring through the Writing Center.

### **Supplemental Instruction**

Supplemental Instruction (SI) is an academic assistance program that targets historically difficult courses at Oxford College. Faculty select and SI hires, trains, and oversees students who have demonstrated mastery of course material and leadership skills to lead weekly review sessions in future semesters. Though SI can help any student, the program is not designed for remediation but rather for students who typically average a C or better in a course. On average, evidence supports that regular attendance to SI sessions can increase a student's grade by a half to a full letter grade. For further information, refer to the website at [www.emory.edu/OXFORD/SI/](http://www.emory.edu/OXFORD/SI/)

### **Access, Disability Services and Resources (ADSR)**

Access, Disability Services and Resources (ADSR) provides academic services and accommodations for students with diagnosed disabilities. Students are responsible for initiating the accommodation request process by self-disclosing their disability directly to the ADSR office. All requests and materials are handled in the strictest of confidence. The documentation provided regarding the disability diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, amended as of 2008. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

If you are interested in learning more about ADSR or would like to begin the registration process, email [adsroxford@emory.edu](mailto:adsroxford@emory.edu) or call 770.784.4690. ADSR office hours are Monday through Friday from 9:00am to 5:00pm at the Oxford campus located across the hall from the Student Health, Counseling and Career Services Building in 134 Project Room, East Village Murdy Hall.

## **Student Health Service**

Student Health Service, managed and staffed by nationally certified nurse practitioners, includes on-campus evaluation of health problems, care and treatment of illnesses or injuries, laceration repair, sports physicals, family planning/well woman exams, STD screening, and provision of health/wellness information. Referral to the college medical advisor or other physician specialists will be made when situations necessitate further medical evaluation and treatment. Students do not pay for office visits to the Student Health Service but are responsible for costs of special services such as laboratory tests, prescription medicines, and visits to private physicians or clinics and hospital emergency rooms. Fees for special services may be billed through the Bursar's Office. A student may submit charges for lab and supply fees to his/her health insurance company for reimbursement.

To obtain more information about Student Health Service, please call 770.784.8376 or visit our web site at <http://oxford.emory.edu/student-health>.

## **Required Health Forms**

Three health forms are required: the Entrance Medical Record which includes immunization requirements, the Authorization for Use/Disclosure of Protected Health Information, and the State of Georgia Meningococcal Vaccination Acknowledgement Form for students living in on-campus housing. These forms are available online at <http://oxford.emory.edu/healthforms/>

## **Insurance**

Emory University requires that all new and continuing degree-seeking students and all international students either have health insurance or purchase the university-sponsored plan. In order to waive enrollment in the Emory Student Health Insurance Plan, students must show evidence of enrollment in a United States domiciled health insurance plan that meets specific waiver criteria. Students may waive enrollment through their OPUS account prior to July 1.

If you wish to be enrolled in the Emory Student Health Insurance Plan, there is nothing further that you need to do. You will be automatically enrolled in the plan at the conclusion of the waiver period on July 1 and you will receive an insurance card in the mail (at the mailing address that you have on file with OPUS). The Emory/Aetna student insurance plan is an annual plan that provides coverage for 12 months in Atlanta, nationally, and internationally. Coverage under the annual plan begins on July 15 for medical students, August 1 for international students, and August 15 for all other students. If you choose to enroll in the Emory/Aetna plan, you will be charged via Student Financial Services (the Bursar's Office).

## **Counseling and Career Services**

Counseling and Career Services offers confidential counseling for personal and career-related issues. Services include individual therapy, problem-solving sessions,

career counseling and assessment, weekly workshops on internships and resume writing, consultation, and referral to appropriate on-campus and off-campus resources. CCS also offers psychiatric evaluation and medication management services provided by board eligible psychiatrists. It is the policy of Emory University, however, that CCS psychiatrists do not provide evaluations or prescriptions for stimulant medications, such as Adderall, Ritalin, or Concerta, for the treatment of Attention Deficit Hyperactivity Disorder. All CCS services are free with the exception of a nominal charge requested for career assessments and materials. CCS also offers health promotion programming and peer education. Students may also avail themselves of our Counseling and Career Resource room, library and workspace containing books, computer programs, and videotapes on mental health, study skills, and career-related topics. For additional information, please refer to the CCS website at <http://oxford.emory.edu/counseling>.

### **Residential Education and Services**

Residential Education and Services (RES) contribute to student success by supporting academic efforts within the residential communities. RES is dedicated to promoting both personal and academic success by providing activities related to individual growth and leadership skill development.

Residential Education & Services is supported by a staff of student Resident Assistants (RAs) and Professional Residence Life Coordinators (RLCs), who live in the residence halls and coordinate programming efforts and activities for students. Programming efforts give students opportunities to experience a campus atmosphere conducive to balancing scholastic achievement, leadership, and campus life. RES staff is knowledgeable about available campus resources to assist students in managing their academic endeavors and involvement outside of the classroom successfully.

### **Parking Rules and Regulations - Student Vehicle Registration**

For the Oxford College campus parking rules and regulations refer to the campus police college web page at: <http://oxford.emory.edu/life-at-oxford/campus-police/found-property/>

Oxford College requires students to register vehicles parked on campus. Questions about parking on the Oxford campus should be directed to Oxford College campus police at (770) 784-8377. Student vehicles can be registered on-line for parking at: <https://app.oxford.emory.edu/WebApps/CampusLife/Parking/index.cfm>

Don't feel pressure to bring a vehicle to the Oxford College. With daily shuttle service to the Atlanta campus, local shuttle service to nearby shopping options, and the Enterprise Carshare Program many students find it unnecessary to have a vehicle on campus. Parking availability is limited and students must register their vehicles if brought to campus. Parking permits are granted on a first-come first-serve basis, and those that do not register early may be placed on a waiting list.



The annual fee for a student parking permit is \$250.00. Your student account will be billed after you pick up your parking permit the first week of Fall semester. Campus police will notify you by email about where to pick up your permit once you arrive on campus. After September 1st, a late registration fee of \$25.00 will be applied to the permit fee. If a permit is returned at the end of the Fall semester, a credit of \$125.00 will be issued to the student's account.

## **ORAU**

Since 1946 Emory students and faculty have benefited from the university's membership in Oak Ridge Associated Universities (ORAU), a consortium of ninety-six colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country, to keep its members informed about opportunities for fellowship, scholarship, and research appointments, and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, and faculty enjoy access to a variety of study and research opportunities. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science and engineering.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU members, private industry, and major federal facilities. Activities include faculty development programs, consortium research funding initiatives, faculty research and support programs, and services for chief research officers.

For more information about ORAU and its programs, call 865.576.3306 or visit [www.orau.org](http://www.orau.org).

## **Admissions**

### **Requirements**

First-year student applicants to Oxford must submit entrance credentials indicating graduation from a secondary school with at least sixteen acceptable units of work. Oxford strongly recommends the following: subject years, English 4, mathematics (including Algebra II) 4, foreign language 2, social studies 3, laboratory sciences 3.

The applicant must also present satisfactory scores on the examinations of the College Entrance Examination Board (SAT: Oxford College code number 5186) or the American College Testing Program (ACT: Oxford College code number 0815). Emory University is a Common App exclusive institution so go to [commonapp.org](http://commonapp.org) to

begin the admission application process. Or visit us online at [www.emory.edu/OXFORD](http://www.emory.edu/OXFORD)

## **Application Procedure**

### **Application Fee**

A non-refundable processing fee of \$75 must accompany each completed application.

### **Admission Plans**

There are five ways to apply to Oxford College of Emory University.

#### **Early Decision**

Deadline: Early Decision I - November 1. Notification: December 15

Deadline: Early Decision II - January 1. Notification: February 15

The Early Decision Program is binding and allows students to learn of their admission decision early in the senior year. Applicants admitted under the Early Decision Program should consider Emory University their first choice and pay an admission deposit by the stated deadline. Students who apply Early Decision to Oxford College may also apply to Emory College through the Early Decision I, Early Decision II, or Regular Decision plan. However, if admitted to both Emory College and Oxford College through the Early Decision I or early Decision II plan, the student must decide which campus they will attend by the stated deposit deadline date.

#### **Regular Decision**

Deadline: January 15 (Fall term). Notification: April 1

Deadline: December 1 (Spring term).

Students who select Regular Decision for Oxford College may also select Early Decision I, Early Decision II, or Regular Decision for Emory College. However, a student must withdraw their Oxford application and deposit at Emory College if admitted to Emory College through the Early Decision I or Early Decision II plan.

#### **Oxford Scholars Program**

Deadline: November 15. Notification: December 15

Students who apply for the Oxford Scholars Program must also select Early Decision or Regular Decision. Students may nominate themselves for merit scholarships on the admission application (no supplement or nomination form is required).

#### **Early Admission**

Deadline: January 15. Notification: April 1

Academically exceptional students wishing to enter college after completing the eleventh grade may apply for early admission. Candidates are expected to complete all requirements for regular admission and meet the same standards of

eligibility. Candidates must take the SAT I or ACT prior to the application deadline. A personal interview is highly recommended for early admission candidates.

### **Joint Enrollment**

Deadline: June 15. Notification: August 1

This admission plan serves students who wish to take courses at Oxford while still enrolled in high school. Students must have completed the junior year in secondary school and must follow the same admission procedures as candidates for regular admission. Candidates must take the SAT I or ACT prior to the application deadline.

### **Admission Decisions**

Upon notice of acceptance, a deposit of \$475 is required by the stated deadline for Early Decision or for Regular Decision by May 1 for Summer or Fall enrollment. This will apply toward the first semester's fees. The deposit may be refunded if requested by May 1 for Summer or Fall enrollment, and by December 15 for Spring enrollment.

## **Accelerated Degree Programs**

### **General Guidelines**

First-time entering Oxford College students can receive a combined total of 24 credit hours may be granted from the following:

1. Advanced Placement credits (AP)
2. International Baccalaureate (IB), French Baccalaureate, A level exams, and all other international exams
3. Other college credit
4. Transient study credits earned after the freshmen year at Oxford

### **Advanced Placement (AP)**

Oxford College will grant up to twelve hours of AP credit according to the following guidelines: three semester hours of credit will be granted for each score of four or five on examinations of the Advanced Placement Program of the College Entrance Examination Board. No credit will be granted at Oxford College for scores of one, two or three.

The Advanced Placement examination can be used to satisfy General Education Program Requirements in accordance with college policy. Whether such credit shall apply to Oxford's distribution requirements and the General Education Program Requirements is a determination made by the faculty in the discipline granting the credit. AP scores must be received by the end of the first semester freshmen year. Scores should be sent directly to Oxford College Office of Enrollment Services, 122 Few Circle, Oxford, Georgia 30054 from AP Services, P.O. Box 6671, Princeton, New Jersey 08541-6671. AP code for Oxford College is 5186. Phone 609-771-7388 or 888-225-5427; email address: [apexams@info.collegeboard.org](mailto:apexams@info.collegeboard.org); web address <http://www.collegeboard.org/ap-scores.html>.

### **International Baccalaureate (IB)**

Oxford College will grant up to twelve hours of credit for IB scores of five, six, or seven on the higher-level examinations. Students may not receive IB credit in a discipline if AP credit has been granted. No credit will be allowed for subsidiary-level examinations. IB scores must be received by the end of the first semester freshmen year. Scores should be sent to Oxford College, Office of Enrollment Services, 122 Few Circle, Oxford, Georgia 30054 from International Baccalaureate Americas Global Centre, 7501 Wisconsin Avenue, Suite 200 West; Bethesda, Maryland 20814. Phone: 301-202-3000; Fax: 301-202-3003; Email: [iba@ibo.org](mailto:iba@ibo.org); Skype: IN Americas; web address: <http://www.libo.org/>

### **College Credit**

Students who have taken college courses to supplement their high school program should apply as a freshmen applicant. Dual and/or joint enrollment course work will be evaluated, and students may receive credit at Oxford College, provided their performance is creditable, does not count toward high school graduation, and work consists of acceptable college-level courses as determined by the Academic Dean. No more than 24 semester hours of credit will be granted for combined AP, IB, or college credit course work with a minimum of forty-two credit hours to be completed in residence at Oxford College.

### **Transient Study**

Oxford students wishing to enroll for Summer study at another institution must secure the written permission of their academic advisor. Students may only apply a maximum of 7 credit hours, two requirement courses, toward their Oxford College degree. Since permission depends upon approval of the intended courses, students should contact their academic advisor well before the end of the Spring semester to obtain a transient application form. The transient application form, \$100 non-refundable application fee and catalog description should be turned in to the Office of Enrollment Services. For credit to be received, an official transcript must be received in the Office of Enrollment Services by October 1 of the year courses were taken.

Note: transient study is only approved for the summer between the freshman and sophomore year of study at Oxford. Enrollment in at least a three-semester hour or a five-quarter hour course is acceptable for transient credit. If the institution gives three semester hours of credit, three semester hours of credit will be awarded when the student's transcript with a grade of "C" or better is received. Students wishing to enroll as transients at Oxford must also present written permission from their own registrar.

## **Financial Information**

### **Expenses**

#### **Basic Cost**

Basic expenses for the academic year 2015-2016 are approximately \$28,367 per semester (tuition, fees, room, and board). The student should allow additional funds for such expenses as books, laundry, personal items, and entertainment.

#### **Tuition**

The 2015-2016 semester tuition charge of \$20,500 includes full-time instruction in an average program of study, use of facilities and equipment, medical and health service, and library service. Students who do not waive their health insurance option will be billed for health insurance.

Part-time students (with a course load of fewer than twelve semester hours) are charged \$1,708 for each semester hour. This charge does not include medical and health service. Off-campus courses during the interim and summer terms require the payment of \$1,281 per semester hour at registration. There is an additional charge for living and traveling expenses incurred in these courses. These costs are announced at the time of registration for the course.

#### **Room and Board**

The 2015-2016 cost of room and board averages \$3,818 for room and \$1,935 for board per semester. This rate applies to a double-occupancy and a standard triple residence hall room and meal plan. Residence hall rooms commonly are furnished with beds, mattresses, desks, chairs, dressers, and sinks. Single rooms entail an additional charge and are not available to first-year students.

Oxford College is a residential campus. In certain cases, commuter status is granted to students who successfully petition the college to be exempt from the residency requirement. These students must live with a parent or guardian and provide a plan to be engaged in the campus community.

Students who have special circumstances can request to be exempt from the residency requirement upon petition. Please contact the Residential Education and Services Department for more information.

### **Financial Assistance**

Scholarships, loans, and on-campus employment tailored to individual ability and need are available. Oxford works to combine scholarships, loans, and part-time employment with parental assistance in an effort to help students do their best work without financial strain.

A student must reapply for aid by the deadline each year. Provided the student continues to demonstrate financial need and remains in good academic standing with a GPA of 2.0 or greater, a first-year recipient can expect an aid package to be renewed for the sophomore year at Oxford. Given continued demonstration of need, and applying for aid on time each year, students continuing to Emory College for their junior and senior years can expect to receive the same percentage of tuition in need-based aid that they received at Oxford.

Need-based grants are awarded for an academic year, provided the student is meeting Satisfactory Academic Progress, and is not placed on honor code probation. Please see the Satisfactory Academic Progress policy on the financial aid website. Oxford uses both the College Scholarship Service Profile and the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid. The College Scholarship Service is a cooperative program for handling confidential statements submitted by parents in support of applications for financial assistance.

Both the Profile and FAFSA forms should be filed online at [www.collegeboard.com](http://www.collegeboard.com) and [www.fafsa.ed.gov](http://www.fafsa.ed.gov), respectively. To receive priority treatment, these statements should be sent to the processor by February 1 of the year in which the student will require aid. This ensures that the student will meet the Oxford deadline of March 1. Signed copies of all student and parent tax returns, schedules, and W2 forms must be sent to the IDOC processor through the College Scholarship Service and are due by March 1 at Emory University. Financial aid award packages for entering students with complete financial aid files are mailed by April 15. Financial aid award packages for returning and continuing students will be mailed in the summer.

Only applicants who have been accepted for admission or who already are enrolled will be awarded financial aid. Please view all financial requirements at <http://www.studentaid.emory.edu/>

### **Academic Scholarships**

Academic scholarships are awarded solely on the basis of academic and personal merit. Academic scholars placed on honor or conduct code probation will lose their scholarships permanently. All scholar recipients are expected to remain enrolled on the Oxford campus for four semesters.

Students receiving four-year scholarships at Oxford will have those scholarships continue to Emory College, Goizueta Business School and the Nell Hodgson Woodruff School of Nursing, if academic requirements are met.

### **Robert W. Woodruff Scholars**

The Robert W. Woodruff scholarship competition is for high school seniors who have demonstrated qualities of forceful and unselfish character, intellectual and personal vigor, and outstanding academic achievement, impressive skills in

communication, significant leadership and creativity in school or community, and clear potential for enriching the lives of their contemporaries at Emory University.

All students who apply for admission to Oxford College by November 15 and check the scholarship box on the Common Application Supplement are automatically considered for these awards and will be notified by February 1 if they are chosen as scholar candidates. Students must maintain a 3.4 grade-point average to continue as Woodruff Scholars. Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. All students are expected to remain enrolled on the Oxford campus for four semesters.

### Dean's Scholars

These full-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. Each student must maintain a 3.4 grade-point average to continue as a Dean's Scholar. All students who apply for admission to Oxford College by November 15 and check the scholarship box on the Common Application are automatically considered for these awards and will be notified by February 1 if selected as a scholar candidate.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. All students are expected to remain enrolled on the Oxford campus for four semesters.

### Pierce Student Scholarships for Off-Campus Studies

The Pierce Institute for Leadership and Community Engagement funds scholarships for qualifying students who participate in Oxford College off-campus courses or programs. These scholarships are primarily directed to students requiring financial assistance to pay the additional costs that these programs often entail.

### Faculty Scholars

These half-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.4 grade-point average to continue as Faculty Scholars. All students who apply for admission by November 15 and check the scholarship box on the Common Application Supplement are automatically considered for these awards and will be notified by February 1 if selected as a scholar candidate. Outstanding sophomore students also may be selected to receive these scholarships if funds are available.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual

orientation, national origin, age, disability or veteran's status. All students are expected to remain enrolled on the Oxford campus for four semesters.

#### Emory Achievement Awards

These scholarships range from \$5,000 to \$15,000 per year for four years with two years at Oxford College and two years on the Atlanta campus. These are awarded annually. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.0 grade-point average to continue as Oxford Achievement Award Scholars.

#### Alumni Scholars

These scholarships are funded at \$2,500 each and are provided annually through generous donations from Oxford College alumni. Selection is based on demonstrated academic achievement and leadership capabilities.

### **Sophomore Scholarships**

#### Brad Edwards Leadership Award

Established in 1990 in memory of Oxford student Bradley Patrick Edwards by his parents, Mr. and Mrs. J. Joseph Edwards, and friends. The one-half tuition scholarship is presented to two rising sophomores at Oxford College with outstanding character and who cares deeply for his or her fellow students, school, and community as demonstrated by broad-based involvement and leadership. The recipient must maintain a 2.5 GPA while at Oxford.

#### Judy Greer Scholarship

Awarded annually to two rising sophomores who exemplify the spirit and mission at Oxford College. Candidates must have at least a 3.0 GPA and a record of leadership, and plan to be on the Oxford campus for both semesters of their sophomore years. This award was initiated by the class of 1959 and supported by other alumni and friends to honor Judy Greer, professor of physical education, on her retirement from Oxford College in 1996. She taught at Oxford for more than thirty years.

#### Oxford Scholars

Academic scholarships are awarded annually to Oxford students continuing to the Atlanta campus. The Dean of Oxford College in consultation with the Oxford faculty nominates these students. Nominees must show academic achievement, leadership ability, strong character, and potential to make significant contributions to Emory College. The Dean of Emory College makes final selections. These scholarships are renewable for the senior year, provided the student maintains an acceptable academic record.

#### Sammy Clark Scholarship

Established in 2005 by alumni and friends to honor Reverend Sammy Clark, Oxford College chaplain from 1982 to 1998.



## **Additional Scholarships**

The United Methodist Church provides two/four scholarships for outstanding Methodist students.

### Methodist Ministerial Scholarships

Sons or daughters of active United Methodist ministers or missionaries may receive a scholarship of 45 percent of current tuition. Application forms may be obtained from the Oxford Financial Aid Office, and the minister must meet the criteria of being included in one of the United Methodist Conference journals.

### Courtesy Scholarships

Emory offers a Courtesy Scholarship Program for continued educational development for employees, their spouses or same-sex domestic partners, and children. Courtesy Scholarship information may be obtained from Emory Human Resources or on Emory's Human Resources website under benefits.

### Georgia Tuition Grant/ Georgia HOPE Scholarships

All students must complete a FAFSA application to be eligible for these awards. A state grant is available to each legal resident of Georgia who attends a private college in the state and takes a minimum of twelve semester hours. Formal application for this grant must be made through [www.gacollege411.org](http://www.gacollege411.org). The amount of the grant varies each year. The Financial Aid Office at Oxford will have information on funding amounts each summer.

Georgia HOPE Scholarships are available for each entering student designated by his or her high school as a HOPE Scholar and each returning student maintaining a grade-point average of at least a 3.0.

### Part-time Jobs, Loans, and Veteran's benefits

Information concerning part-time jobs in offices, the library, the dining hall, residence halls, and laboratories; loan funds available to prospective students, and financial benefits available to veterans or their dependents may be obtained from the Financial Aid Office, Oxford College, 122 Few Circle, Oxford, Georgia 30054.

## **Named Scholarships**

In addition to the financial assistance for students provided in the operating budget of Oxford College, there are forty-three endowed scholarships that have been given as charitable investments in youth and in memory of friends and loved ones. Friends and alumni interested in establishing such scholarships are invited to contact Oxford's Office of Development and Alumni Relations. These scholarships are awarded by the Office of Financial Aid based on financial need as determined from the FAFSA and profile.

#### Dr. Arthur Nicholas Anderson Jr. Memorial Scholarship

Established in 1977 by Mrs. Betty C. Anderson in memory of her husband, a member of Oxford's class of 1938.

#### Josiah K. Bates Scholarship

Established in 1993 as a bequest from the estate of Josiah K. Bates, who graduated from Oxford College in 1954.

#### W.A.C. Baker Scholarship

Established in 1985 by Ouida Shearhouse in memory of her father, W.A.C. Baker.

#### Clark and Ruby Baker Scholarship

Established in 1974 through the estate of Clark and Ruby Baker.

#### C.R. Bard Scholarship

This scholarship is awarded to a second semester freshman with a proven record of excellence in the math/science curriculum. This award also comes possible with the benefit of a possible summer internship at the local Bard plant.

#### Jackie and Clifford Bell Scholarship

Established in 1993 by Clifford A. Bell 46OX 50C for a deserving high school graduate from Washington County and surrounding areas on the basis of merit and need.

#### Judith and Edred Benton III Scholarship

Established in 2004 by Harry L. Gilham, Jr. of Atlanta, James S. Benton 59OX of Augusta, and other members of the Benton family in memory of Edred C. Benton III 57OX 62D 66D, and his wife, Judith Grandy Benton.

#### Dr. William Troy Bivings Scholarship

Established in 2007 by Helen Bivings Crawford in memory of her father, Dr. William Troy Bivings.

#### Reverend W. Marion Bloodworth Scholarship

Established in 2001 by Mrs. Gladys Bloodworth of Des Moines, Iowa, in memory of her husband, Reverend W. Marion Bloodworth 49OX 59T.

#### John Bostwick Scholarship

Established in 1997 by Dr. John Bostwick, III 62OX, a member of the Oxford College Board of Counselors and renowned plastic surgeon at Emory University Hospital.

#### Branham Scholarship

Provided through the estate of Elizabeth F. Branham in memory of her grandparents, the Reverend and Mrs. W. R. Branham Sr.; her parents, the Reverend and Mrs. W. R. Branham Jr.; and Miss Lynn Branham.

Edwin J. and ReLee Brown Scholarship

Established in 1958 by Mr. Phil Buchheit, publisher of the Spartanburg, South Carolina, Herald-Journal, and friends in memory of Mr. E. J. Brown, a former faculty member.

Edmond Weyman Camp Jr. Scholarship

Started in 1978 by members of the Camp family and friends in honor of Dr. Edmond Weyman Camp Jr., a former member of the Oxford faculty who graduated from the Emory University School of Medicine in 1935.

Wilbur "Squire" Carlton Scholarship

Established by former students in the class of 1946, and completed by Dr. Adrian Grass 49OX, in memory of Squire Carlton, who taught Latin at Oxford College from 1926 to 1974.

Class of 1967 Scholarship

Established by the Oxford Class of 1967 to show their commitment to the continuation of student scholarship support at Oxford.

Cline Family Fellowship

Established in 1985 by John Cline, Pierce Cline, and Lucie Cline Huie, and awarded to musically talented students who agree to participate in the music program of Oxford College and Allen Memorial United Methodist Church.

Robert Trulock Dickson Scholarship

Established in 2008 by Dr. R. Trulock Dickson 72OX 74C of North Carolina. This scholarship is awarded yearly to a qualified student from the Georgia counties of Berrien and Grady.

Harold and Lucille Dobbs Scholarship

Established in 1988 by Denny Dobbs, a 1965 Oxford College graduate, in memory of his parents.

Willie D. and Carmen DuBois Scholarship

Established in 1990 through the estates of Carmen and Willie DuBois.

Fran Hardy Elizer Scholarship

Established in 2001 by her husband, Marshall Elizer.

Marshall R. Elizer Scholarship

Funded in 1987 by alumni and friends of Oxford College in honor of Marshall R. Elizer, who served as business manager, director of student services, and professor of mathematics from 1946 to 1978.

#### Reverend and Mrs. R.A. Etheridge Scholarship

Given in 1968 by the Reverend Roy P. Etheridge 1915OX, a retired United Methodist minister, in memory of his parents, Robert A. and Harriet K. Etheridge.

#### Jennifer Lea Evans Award

The Jennifer Evans Award is awarded annually to a rising senior in Emory College who has exhibited passion for caring for sick, injured, or disabled children, and who has demonstrated throughout his or her high school and college years a love and capacity for working with children. Preference will be shown to those candidates who are Oxford originating students and pre-medical school students. The award is to be used to cover educational expenses in his or her senior year in Emory College.

#### Dean N. Bond Fleming Scholarship

Funded in 1976 by gifts from alumni and friends of Oxford College in honor of Neal Bond Fleming, Dean of Oxford College from 1966 to 1976.

#### Cody Family Scholarship

Established in 2001 by Dr. William Cody, associate professor of political science, and his wife Mildred, to benefit rising sophomores.

#### Franklin Foundation Scholarship

Established in 1993 by the John and Mary Franklin Foundation.

#### B. Lisa Friddell, MD Memorial Scholarship

Established in 1996 in memory of Dr. B. Lisa Friddell 86OX 88C by the physicians and coworkers of Affinity Health Group in Albany, Georgia, where she practiced. This scholarship is for a student who intends to study medicine.

#### Godfrey Scholarship

Established in 1957 by Mr. and Mrs. S. Charles Candler of Madison, Georgia, in memory of Mr. and Mrs. P. W. Godfrey, Mrs. Candler's parents.

#### Adrian L. Grass Scholarship

Established in 1999 by Dr. Adrian L. Grass 49 OX of El Paso, Texas.

#### John W. and Sara M. Gregory Scholarship

Established in 1987 in honor of John and Sara Gregory. John Gregory taught literature at Oxford College for 32 years. Sara began as a chemistry professor and then served as the Oxford librarian for eighteen years.

#### Sara McDowell Gregory Memorial Scholarship

Established in 2011 by John W. Gregory, Sr. this scholarship is for an Oxford student library assistant demonstrating need and merit.

#### Orin Thomas Grier Scholarship

Established in 2001 through the estate of Orin Thomas Grier 59OX of San Francisco. It is awarded annually on the basis of need with preference to Georgia students.

#### Orin Thomas Grier Study Abroad Scholarship

Established in 2001 through the estate of Orin Thomas Grier 59OX of San Francisco. It is awarded annually on the basis of need with preference to Georgia students who enroll at Oxford and who participate in Oxford's study abroad program.

#### James Shook Hammons Scholarship

Established in 2001 through the estate of Sara M. Hammons of Brunswick, Georgia, in honor of her brother, James Shook Hammons.

#### Bobbie and Curry T. Haynes Scholarship

Funded in 1978 by gifts from alumni and friends of Oxford in honor of Curry T. Haynes, professor of biology from 1945 to 1970, and Bobbie Haynes, infirmary supervisor from 1946 to 1978.

#### William Harrison Hightower, Jr. Scholarship

Established in 1979 by William H. Hightower, Jr. 34B.

#### Margaret Hough Scholarship

Established in 1987 by Colonel John F. Hough in honor of his wife, Margaret. Their son Jeff was a former history professor at Oxford who passed away in 1965 at the age of 28.

#### Butch Houston Scholarship

Established in 1990 in honor of Norman "Butch" G. Houston, III 62OX 64C by Oxford College classmate Henry Mann 62OX 64C.

#### David J. Hughes, Jr. Scholarship

Established in 1969 by Julius A. McCurdy 24C 26L in memory of his grandson, David J. Hughes, Jr.

#### Robert Ingram Scholarship

Established in 1993 by Dr. Robert Ingram 65OX 67C of Opelika, Alabama, in memory of his parents.

#### A. W. Jackson Scholarship

Established in 1987 to honor Professor A. W. Jackson, physics and math professor from 1930 to 1945 and Oxford College business manager from 1945 to 1971.

#### John Lewis Keller Memorial Scholarship

Established in 2008 by family and friends to honor the memory of John Keller 04OX 07C. This scholarship is awarded annually to an Oxford sophomore who has shown excellence in participation and endurance in working through his or her disabilities.

#### Martin Luther King Jr. Scholarship

Funded jointly by Oxford College and the Newton County King Scholar Fund, the Martin Luther King Jr. Scholarship is awarded annually to a student from a Newton County high school that chooses to attend Oxford College. This full-tuition award is presented on the basis of financial need and merit and continues to Emory College, Goizueta Business School, or Nell Hodgson School of Nursing. Students must maintain a 3.2 GPA to continue as MLK scholars.

#### J. Frederick and Mary Burns Landt Scholarship

Provided by family and friends in 1991 in memory of Dr. Fred Landt, an Oxford College professor of biology for twenty-nine years, and in honor of his wife, Mary B. Landt, an Oxford College library assistant.

#### Martha Lokey Lovett Scholarship

Established in 2015 by Martha Lovett 56OX 58C is to help support students at Oxford. Preference will be given to sophomore members of Dooley's Dolls.

#### Worthey F. and Vara Kitchens Lunsford Scholarship

Established in 1988 by Reverend Lunsford, who graduated from Emory Academy in 1925. Reverend Lunsford was a Methodist minister who maintained an interest in Emory and Oxford College throughout his life.

#### Charles M. and Eloise A. Mann Scholarship

Established in 1993 by Henry Mann 62OX 64C of Atlanta and his brother, Dr. Charles Mann 57OX 62M 67MR, of Newnan, in memory of their parents.

#### William Arthur Matthews Scholarship

Established in 1978 by Beverly Cone Matthews Sossoman 38C in memory of her husband, Dr. William A. Matthews 32OX.

#### Willis L. Miller, III Scholarship

Established in 2014, this scholarship provides a full-tuition scholarship for an Oxford College student with demonstrated financial need. First preference will be awarded to a student who has participated in the Student Mentoring in Life and Education (S.M.I.L.E.) program at Valdosta High School. Second preference is to award to a student from Valdosta High School. Third preference will be to award to a student from Valdosta, Georgia or the area geographically closest to it.

#### H. Dean Minor Scholarship

Established in 1993 in honor of H. Dean Minor 38OX 40C by his daughter, Lucretia Minor.

#### Dan C. Moore Scholarship

Established in 1987, this scholarship honors Professor Dan C. Moore and his forty years of teaching mathematics and physics.

#### Dr. William and Nancy Murdy Scholarship

Established in 1993 by former Oxford dean and chief executive officer, William H. Murdy, and his wife, Nancy.

#### Michael S. Overstreet Scholarship

Family, classmates, and friends of Michael Overstreet 76OX 78B, who passed away in 2001 from non-Hodgkin's lymphoma, funded the Michael S. Overstreet Scholarship in 2007. The scholarship's primary benefit is for children of alumni who wish to attend Oxford College to ensure that new generations may participate in the excellent education and personal relationships that the Oxford experience offers.

#### Alan Palmer Scholarship

Family and friends in memory of Alan Palmer 86OX 88C who was a campus leader, socially active in numerous campus activities, events and organizations, and a lover of all sports, established the Alan Palmer Scholarship in 2004. This scholarship is awarded annually to an Oxford student who exemplifies Alan's characteristics and qualities.

#### Albert W. Rees Memorial Scholarship

Established in 1957 by family and friends in memory of Professor Albert W. Rees, a former superintendent of the University and academy at Oxford.

#### Renfroe Scholarship

Established in 1991 by Gerald and Jean Eickhoff in honor of Mrs. Eickhoff's parents, Dr. and Mrs. Carl Renfroe.

#### Nancy and Charles Rice Endowed Scholarship

Established in 2009 by John G. Rice in honor of his parents Charlie and Nancy Rice.

#### Walter Crawford Stevens Memorial Scholarship

Established in 1957 by Mrs. Marie Stevens Walker Wood of Macon, Georgia, in memory of her father, Walter Crawford Stevens, a member of the class of 1873.

E. Walton Strozier Scholarship

Established in 1979 by gifts from alumni and friends of Oxford in memory of E. Walton Strozier 1914OX, professor of social studies and a member of the faculty for thirty-six years. Professor Strozier retired in 1960.

Lawrence Studstill Scholarship

Established in 1900 by Ethel and Lawrence Studstill.

Charles Edwin Suber Scholarship

Established in 2011 in memory of Charles Suber 42OX.

Peter and Bessie Superty Scholarship

Established in 2000 by Peter and Bessie Superty.

Thomas Chalmers Swann III Scholarship

Given by Mrs. Julia Swann Miller Williford in memory of her son, Mr. Thomas Chalmers Swann III, a student at Oxford in 1943. This scholarship is for a worthy student from Newton County.

Dallas Tarkenton Scholarship

Established in 1997 by Alva J. Hopkins III 72OX of Folkston to honor Dr. Dallas Tarkenton, former registrar and director of admission, associate professor of social studies, and the first director of development at Oxford College from 1961 to 1974. He was instrumental in the founding of the Oxford College Board of Counselors.

John and Quida Temple Scholarship

Emory College established the scholarship in honor of John Temple's retirement from Emory University in June 2003. John Temple was formerly executive vice president and chief operating officer of Emory University. Temple came to Emory to serve as executive vice president in 1982 and retired from this position in the summer of 2003 after twenty years of service.

David L. O' Neal and Leila Thornley Scholarship

Established in 1979 by David L. and Leila Thornley O'Neal and Harriette Louisa Thornley.

Floyd Watkins Scholarship

Named in honor of the late professor Floyd C. Watkins, Emory University Charles Howard Candler Professor of American Literature, to offer support to recipients defined in accordance with his wishes, this scholarship is awarded to a rising sophomore from a small town in the South who intends to pursue studies in the humanities at Emory College. The award involves a grant for each of the three final years of the student's undergraduate career. The award recipient is determined in the Spring by the English faculty with the approval of the other members of the Division of Humanities.



### Alfred B. Watson and Agnes Watson Green Scholarship

Established in 2001 by Alfred B. Watson Sr. to honor his son, Al 57OX, and his daughter, Aggie 62OX.

### Lettie Pate Whitehead Scholarship

Funded by the Lettie Pate Whitehead Foundation, a charitable private foundation dedicated to the support of needy women in nine southeastern states.

### J. Slater Wight Scholarship

Established in 1955 by Mrs. J.S. Wight in memory of her father, J. Slater Wight.

### Reverend T. Newton Wise Scholarship

Established in 1987 by Reverend and Mrs. Tillman Newton Wise. Reverend Wise graduated Oxford College in 1938 and Candler School of Theology in 1940.

### William L. Wright Memorial Endowment

Established in 1990 by Edward R. Wright 52C 54G in memory of his grandfather, William L. Wright.

### Virginia H. Yates Scholarship

Established in 2009 by the estate of Virginia H. Yates.

## **Regulations**

### **Administration of Curriculum**

Academic policies of the college are discussed by the Academic Policy and Planning Committee and voted on by the faculty.

### **Requirements and eligibility for graduation and continuation to Emory College:**

1. Fulfill the course requirements
2. Achieve a cumulative grade-point average of at least 2.0 on work taken at Oxford
3. Residency requirement: the last eight semester hours must be taken at Oxford College or in Emory University Summer school
4. Students may not transfer between Oxford College and Emory College

### **Continuation Requirements**

Oxford College continuees must earn a total of 127 semester hours of credit (124 academic hours, a minimum of 2 physical education credits and a third academic or physical education credit ) to graduate from Emory College; of these credits, a minimum of fifty-four semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (twelve semester hours or more per semester); a semester of fewer than twelve hours can be combined with another semester of fewer than twelve hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than twelve hours to form two semesters of residence.

## Financial Requirements for Graduation

It is a requirement for graduation that all financial obligations to the college be satisfied. If one has outstanding loans not yet due and payable, loan documents satisfactory to the college must be executed and delivered, and all payments must be current.

## Grading System

### Grades and Quality Points

Symbols A, A-, B+, B, B-, C+, C, C-, D+, D, and S indicate credit; F indicates failure; I indicates that the student has not completed all the work for a course; IF indicates failure to finish an incomplete; U indicates unsatisfactory; W indicates withdrawal without penalty; WF indicates withdrawal failing; and WU indicates unsatisfactory withdrawal. In addition to the standard four-point scale, an optional plus-minus grading system may be used; faculty members who choose to use plus-minus-based grading will so state in their course syllabus. The plus-minus grading system is mandatory in Summer school.

Each passing grade carries with it a proportionate number of quality points. For each semester hour of credit, quality points are computed as follows:

### Standard Four-Point Scale\Optional Plus-Minus Scale

A	=	4.0	A	=	4.0	C+	=	2.3
B	=	3.0	A-	=	3.7	C	=	2.0
C	=	2.0	B+	=	3.3	C-	=	1.7
D	=	1.0	B	=	3.0	D+	=	1.3
F	=	0.0	B-	=	2.7	D	=	1.0
						F	=	0.0

Symbols used for grades that result in no credit are F, failure; U, unsatisfactory; W, withdrawal without grade; WF, withdrawal while failing; WU, unsatisfactory withdrawal, and AU, for courses audited. Oxford students do not have the option to choose the grade of S/U for any course.

### Incomplete Work

An I, incomplete, is recorded when the Associate Dean of Academic Affairs, for reasons such as a student's illness or emergency, grants a student permission to postpone a final examination or other work required to complete a course; a faculty member may request permission to assign a student an I when the faculty member needs more time to complete evaluation of that student's work. Failure to complete the work for which the I was granted by the end of three weeks into the next semester of residence in Oxford College or Emory College will result in an IF unless the Associate Dean of Academic Affairs grants an extension. For students

who do not return to Oxford or continue at Emory, the I must be removed within a calendar year or it becomes an IF. The grades of WF and IF are computed as F.

### Calculating Grade-Point Average

Every passing grade carries with it a proportionate number of quality points. Quality points are listed. W's are not calculated in the hours attempted, but WF's and IF's are counted. To calculate grade-point average, divide quality points by hours attempted.

Sample:

What are the steps?

List each course, the number of credits, and the course grade:

Course	Credits	Grade
Eng 185	4	B
Biol 141	4	D
Hist 101	4	A
PE 126	1	C

Multiply the number of credits in each course by the number of quality points corresponding with your letter grade:

#### Quality Points (QPs)

A = 4 pts.

B = 3 pts.

C = 2 pts.

D = 1 pt.

F = 0 pts.

	Credits	Grade	Points	QPs
Eng 185	4	B	3	$4 \times 3 = 12$
Biol 141	4	D	1	$4 \times 1 = 4$
Hist 101	4	A	4	$4 \times 4 = 16$
PE 126	1	C	2	$1 \times 2 = 2$

Add the credits and the quality points for every course in which a letter grade was received:

Course	Credits	QPs
Eng 185	4	12
Biol 141	4	4
Hist 101	4	16
PE 126	1	2

Divide number of quality points by the number of credits for the semester:

$$\begin{array}{rclclcl} \text{Credits} & = & 13 & & & \\ \text{QPs} & = & 34 & & & \\ \text{GPA} & = & \text{QPs} & \div & \text{Credits} & \\ \text{Semester GPA} & = & 34 & \div & 13 & = & 2.61 \end{array}$$

### **Midterm Deficiencies**

Professors notify students if their academic performance is deficient at the midpoint of the semester term. The notification will detail the student's progress and may include suggestions for improvement. A letter is sent to the parents of students receiving two or more mid-semester deficiencies if the student has signed a FERPA consent for the release of academic information.

### **Electronic Student Information and Enrollment**

OPUS (Online Pathway linking University Students) is Emory's student information system on the web. Students are able to register, add, drop, and swap courses; view unofficial transcripts, grades, schedule changes, registration appointment time, academic advisor's name, billing information, financial aid information, whether or not a hold has been placed on the student's account and addresses, telephone numbers, and email addresses through this web-based system.

### **Report of Grades**

Student grades are available only on the web (OPUS) for password-protected viewing.

### **Changing Courses**

A student may change courses until the end of the add/drop/swap period, which occurs on the eighth calendar day after the first day of classes each semester. During this period, classes dropped will not appear on the student's transcript. A student (with his or her advisor's approval) may add, drop, or swap classes based on registration periods indicated on the academic calendar.

### **Dropping Courses**

Students may not drop English 184, English 185, English 186, Math 100, and, during freshman year, physical education courses (for exceptions to this policy, see below). After the add/drop/swap period ends (first five days of classes), a W is given for the course dropped. All other courses may be withdrawn with no academic penalty during the first six full weeks of classes of the semester after the add/drop/swap period providing that the student continues to carry a load of 12 credit hours or is in his/her final semester of residence at Oxford College with approval of the student's academic advisor. Drops or withdrawals by merit scholars also require the approval of the Assistant Dean of Academic Services.

Students who withdraw from courses after the end of the first six weeks for medical reasons, corroborated by appropriate documentation, are assigned a W for the courses withdrawn. The Associate Dean of Academic Affairs may, for compelling academic reasons and with the recommendation of the student's course instructor and academic advisor, grant a W for a course dropped between the end of the sixth week and the last day of classes. In all other cases, course withdrawals made after the first six weeks will be assigned a WF unless the student withdraws from the college. A student who has been accused of an honor code violation may not withdraw from the course. There is no tuition refund for a schedule reduction except in cases of a total withdrawal from the college before the end of the sixth week of class.

### **One-Time Freshman Withdrawal**

In addition, students will be allowed one voluntary withdrawal from a course after the sixth week withdrawal deadline and until the end of the tenth week of classes during their first two semesters of full-time residency at Oxford College provided that they maintain a 12 credit hour course load. An eligible student must complete a withdrawal form and follow the appropriate procedures as outlined above. This voluntary withdrawal policy applies to first-year students and transfer students and applies to any courses including: English 185, English 186, Math 100, and physical education. This policy does not apply to students who are on study abroad programs.

### **Final Exams**

Students must have the permission of the Associate Dean of Academic Affairs to take an exam earlier or later than scheduled. Permission is normally granted for medical reasons or for participating in educational programs. Leaving early for rides or flights, vacations, relatives or friends' weddings, graduation, jobs, or having more than one exam on one day, are not considered valid reasons to request an earlier or later exam. Requests must be in writing and turned in to the Academic Services office at least fourteen days prior to the scheduled examination date.

### **Class Attendance**

Each student is responsible for his or her academic progress. Students are responsible for the effects of absences from class or laboratory on their academic work. Each professor will determine class attendance requirements and may impose penalties for excessive absences. Report of excessive absence is sent to the Assistant Dean of Academic Services and will be considered evidence of a student's disregard for academic responsibility, unless excused (for medical or other appropriate reasons).

Faculty members are urged to accommodate student absences due to participation in services on religious holidays. Students are responsible for informing professors well in advance of planned religious observances that conflict

with class attendance and for making arrangements to complete any work thereby missed.

## **Probation and Exclusion**

### **Academic Probation**

A student whose cumulative grade-point average is less than 2.0 at the end of any grading period automatically incurs academic probation. Students on probation are expected to concentrate their energies on their studies in order to bring their work up to the required standards of Oxford College.

### **Continuation in Attendance**

A student incurring academic probation at the end of a semester may continue in attendance provided the following minimum standards are met:

1. The student's cumulative grade-point average must be at least 1.0 at the end of any semester at the conclusion of which the student has attempted no more than twenty-six credit hours.
2. The student's cumulative grade-point average must be at least 1.5 at the end of any semester at the conclusion of which the student has attempted more than twenty-six but no more than fifty-six semester credit hours in Oxford College.
3. The student's cumulative grade-point average must be at least 1.7 at the end of any semester at the conclusion of which the student has attempted more than fifty-six semester hours in Oxford College, unless the student has completed five semesters.
4. A student who has completed five semesters in Oxford College may petition for an additional final semester only if the student's cumulative grade-point average is at least 1.9. The Associate Dean of Academic Affairs and the Academic Appeals Committee will consider petitions; in cases where such petitions are granted, the sixth semester is normally the next consecutive semester.

### **Academic Exclusion**

A student who fails to meet minimum requirements for continued attendance is typically excluded for a minimum of one semester during an academic year. Excluded students may be readmitted only through appropriate petition to the Associate Dean of Academic Affairs. Such petitions must establish a reasonable likelihood that the student's academic performance will improve. The petition must also establish that the student will be able to complete the requirements for graduation in the allowed time.

## **Specific Policies**

### **FERPA**

Emory University recognizes a student's right of privacy and is committed to protecting students from improper disclosure of private information. In accordance with the Family Education Rights and Privacy Act (FERPA) of 1974,

Oxford College of Emory University limits the disclosure to others of all private information from educational records without the student's prior written consent. The written consent form must be signed and dated and must specify the records to be disclosed and the identity of the recipient. The student may rescind this consent form at any time; the FERPA policy is located at:  
<http://www.registrar.emory.edu/Students/FERPA/index.html>

### **Official Transcripts**

Transcripts of a student's academic record may be obtained from the Office of Enrollment Services by requesting it online. Transcripts include the entire scholastic record; no incomplete or partial transcripts will be issued. Transcript requests should be made at least one week before the transcript is needed. No transcripts or official statements of any kind will be issued for students whose records show financial indebtedness to Oxford College or any other official holds on their records.

Please submit transcript request to:

<http://www.registrar.emory.edu/Students/Transcripts/index.html>

Effective Fall 2013, there is no longer a per transcript fee cost. A special delivery (rush ordering) handling fee will be assessed for express mail service.

### **Repetition of Courses**

Upon approval of the faculty advisor and the Associate Dean of Academic Affairs, a student may repeat a course previously passed. The grade for both the original course and the second instance of the repeated course will appear on the transcript, and both grades will calculate into the GPA. No degree credit will be received for the second instance of the repeated course.

### **Emory College Courses**

An Oxford student may, under exceptional circumstances, enroll in courses at Emory College with the permission of the deans of both Oxford and Emory colleges. Such courses cannot be equivalent to courses offered at Oxford and normally must be courses required of Emory College sophomores as prerequisites to a particular academic major or program.

### **Cancellation and Withdrawal**

To cancel registration or withdraw from the college at any time, a student must secure written permission from the dean or the dean's designee; otherwise, honorable dismissal cannot be granted. A student who withdraws for reasons of illness on the recommendation of the Oxford College Student Health Services or Counseling and Career Services receives grades of W in all courses for that semester. The student will need to submit to Oxford College appropriate documentation verifying that the medical issue prompting the withdrawal is resolved and/or manageable and that the student is viewed by his/her health care provider as physically and/or emotionally fit to resume rigorous academic life. The

student will be readmitted to the college when this documentation is received and the Associate Dean of Academic Affairs approves its content and nature.

In all other cases, honorable withdrawal from the college after the first six weeks results in grades of W in courses the student is passing and WF in courses the student is failing at the time of withdrawal. A student who has been accused of an honor code violation may not withdraw from the college.

Refunds of tuition are only partial. A student may cancel registration through the seventh calendar day after the first day of classes, in which case the deposit and application fee are forfeited. After the last day for cancellation of registration, a student may withdraw from the college with the appropriate permission. The forfeiture for withdrawal increases progressively, but is not less than the forfeiture for cancellation. The schedule of forfeitures for tuition is as follows: during the second week of the semester, 20 percent of tuition charges; during the third week, 40 percent; during the fourth week, 60 percent; and during the fifth week, 80 percent. There is no tuition refund after the fifth week of the semester. No refund is given if only part of the course load is reduced after the last day for approved course schedule changes specified in the academic calendar.

Refunds for Oxford College students who are Federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendment of 1992 and any related regulations.

### **Involuntary Withdrawal Policy and Procedure Overview**

Oxford College considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Oxford's rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the college's rules of conduct. It is intended to apply when a student's observed conduct, actions, and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the Associate Dean of Academic Affairs shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

### **Policy Details Criteria**

A student may be withdrawn involuntarily from Oxford College if the college determines that the student represents a direct threat to the health and safety of



himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the Oxford College.

### **Procedure**

When the Associate Dean of Academic Affairs based on a student's conduct, actions, or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student's ability to safely participate in Oxford College's program.

The Associate Dean of Academic Affairs initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents which have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the university and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing on any conditions that must be satisfied prior to re-enrollment, and may be referred for appropriate mental health or other health services. If the student refuses to withdraw voluntarily from Oxford College, and the Associate Dean of Academic Affairs continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Dean of Academic Affairs may require the student to be evaluated by an appropriate mental health professional.

### **Evaluation**

The Associate Dean of Academic Affairs may refer the student for a mandatory evaluation by an appropriate mental health professional or other appropriate professional. The professional may be selected by Oxford College so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student. The evaluation must be completed within five school days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) (or other professional) and the college. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Dean of Academic Affairs and the student.

The professional making the evaluation shall make an individualized and objective assessment of the student's ability safely to participate in Oxford's program, based on a reasonable judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health and safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. The professional will, with appropriate authorization, share his/her recommendation with the Associate Dean of Academic Affairs, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Oxford. A copy of the professional's recommendation will be provided to the student, unless, in the opinion of the professional, it would be damaging to the student to do so.

If the evaluation results in a determination that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of Oxford College, no further actions shall be taken to withdraw the student from Oxford College.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health and safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the college, the student may be involuntarily withdrawn from the college. In such an event, the student shall be informed in writing by the Associate Dean of Academic Affairs of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

### **Informal Hearing**

A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the Associate Dean of Academic Affairs by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Oxford faculty or staff member or a health professional of his/her choice. The role of the advisor is limited to providing advice to the student.

At the conclusion of the hearing, the hearing office shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the officer's decision as soon as possible.

### **Appeal to the Dean**

The student may appeal the hearing officer's decision to the Associate Dean of Academic Affairs, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

### **Emergency Suspension**

The university may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Associate Dean of Academic Affairs, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate Dean of Academic Affairs determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

### **Conditions for Re-enrollment**

Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Associate Dean of Academic Affairs or his/her designee may require a student who has been involuntarily withdrawn under this policy to be re-evaluated before he/she is readmitted in order to assure that he/she presents no direct threat to himself/herself or others.

### **Academic Appeals**

Students may petition for waivers of existing academic regulations and requirements in individual cases. Such petitions are handled under the guidelines established by the Dean and faculty, and should be submitted to the Associate Dean of Academic Affairs.

## **Oxford College Code of Conduct**

### **Philosophy and Purpose**

Oxford College of Emory University is an institution dedicated to providing educational opportunities, transmitting and advancing knowledge, and providing a range of services to both students and the general community. The College endeavors to foster in each student a love of learning, commitment to fair and honorable conduct, and respect for the safety and welfare of others. It also strives to protect the community from the influence of those who do not embody these values in their conduct, and to protect the integrity of the College and its property

for the benefit of all. For this purpose, and in accordance with the bylaws of the College, the President of Emory University has defined the interests of the College community to be promoted and protected and has delegated to the Dean of Oxford College and Dean for Campus Life the responsibility of implementing such a system via the Oxford College Code of Conduct, hereafter referred to as the Code.

The activities of students beyond the classroom influence the educational process and learning environment, just as the intellectual atmosphere of the campus contributes to students' personal growth and development. Many forms of nonacademic conduct, as well as all academic affairs, are therefore areas of proper concern and regulation by the College community. The guiding principle of College regulation of undergraduate conduct is the responsible exercise of freedoms and privileges. Members of the College community are granted the greatest possible degree of self-determination correlative to acceptance of the full responsibility for their conduct and the consequences of their actions.

Because the College is an institution of learning, the Code has education as its foremost aim; it is not intended to be a solely punitive process nor a substitute for the law. The Code aims to sustain an environment conducive to learning, promote a climate of mutual respect, foster open dialogue that promotes learning and understanding, promote individual well-being and personal development, and encourage the application of ethical decision-making in the daily life of undergraduates.

### **Authority and Coverage**

This Code applies to students enrolled in Oxford College, in their conduct both on and off campus. Furthermore, the Dean of Oxford College and Dean for Campus Life is delegated responsibility pertaining to all student organizations and student government. In addition, the Dean of Oxford College and Dean for Campus Life has the responsibility and authority to discipline students and organizations and may choose to handle such matters in a direct and expedient manner, including taking interim action, including but not limited to interim suspension pending the conclusion of an investigation and hearing, removal from campus housing, the issuance of a No Contact Order, or other measures.

Academic misconduct falls within the jurisdiction of the individual academic units of Oxford College, not this Code. Allegations of non-academic misconduct will be resolved in accordance with the procedures outlined in this Code.

Continuation as a student is conditional upon compliance with the expectations of student conduct expressed or implied in this Code.

### **Expectations of Conduct**

Oxford College of Emory University expects that all students act honorably, demonstrating a keen sense of ethical conduct. The College expects that its students behave respectfully, providing particular consideration for other people

and for property. As members of a community, Oxford College expects that students act responsibly, being accountable for the safety and wellbeing of themselves and others. College students are expected to be trustworthy, demonstrating honest character upon which others may rely with confidence.

Instances of misconduct that are considered violations of this Code and could result in disciplinary action against a student include, but are not limited to the following.

### **Honor and Ethics**

1. Attempting, assisting, knowingly permitting, or encouraging any conduct in violation of Oxford College's expectations of students' conduct.
2. Failure to comply with the direction of college officials or law enforcement officials acting in performance of their duties; failing to identify oneself to these officials when requested to do so.
3. Failure to complete sanctions assigned by the conduct officers of the College and/or knowingly violating the terms of any disciplinary sanction imposed or any mutual agreement reached in accordance with this code.
4. Disrupting the normal operations of the college (including teaching, research, service, and business operations) or college-sponsored activities by participating in an on-campus or off-campus demonstration, riot, or activity, or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled or normal activities within any campus building or area.
5. Misuse of computer or network resources, including but not limited to, use of another individual's identification or password; using computer or network resources to send anonymous, obscene, or abusive messages; using computer or network resources in violation of copyright laws; use of computer or network resources to interfere with the normal operation of the college computer system; or any other violation of policies established by Oxford College Information Technology.
6. Violating policies established by Residential Educational Services (RES) for college-owned residential facilities, including but not limited to the RES Housing Policies and the Oxford Housing Agreement.
7. Violating college rules, regulations, or policies.
8. Violating the University Tobacco Free Policy.
9. Violating any government laws or ordinances.

### **Respect and Consideration**

1. Causing physical harm to any person, animal or living object.
2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, or other conduct that threatens or endangers the emotional or physical health or safety of any person.
3. Behaving in a manner that a reasonable person would consider alarming, disorderly, or indecent.
4. Violating the College Sexual Misconduct Policy.

5. Violating the College's Discriminatory Harassment Policy, including engaging in sexual harassment.
6. Participating, encouraging, or acquiescing in hazing.
7. Joining, administering, representing, paying dues to, or claiming membership in a banned student organization.
8. Exposing one's own genitals, buttocks, or breasts in a public place (unless specifically authorized for activities such as theater productions or class).
9. Using social media or electronic devices in a manner that violates this Code, including but not limited to, cyber bullying.

### **Responsibility and Accountability**

1. Violating the College's Alcohol and Drug Abuse Policy including but not limited to:
  - a. Use or possession of alcoholic beverages. This includes being in the presence of alcoholic beverages and not consuming.
  - b. Intoxication.
  - c. Use or possession of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law.
  - d. Manufacture or distribution of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law.
2. Using, possessing, or storing any weapon on campus without authorization.
3. Using, possessing, or storing fireworks, explosives, or dangerous or flammable chemicals on College premises without express permission from a College official.
4. Intentionally misusing, damaging, or tampering with fire or other safety equipment, including covering or disabling a smoke detector. Additional fire safety restrictions are detailed in the student housing regulations.
5. Possession or use of items commonly associated or interpreted as paraphernalia (hookah, bong, pipes, etc.).
6. Participating in behavior considered to be inappropriate by a College official.

### **Trustworthiness and Honesty**

1. Intentional misrepresentation, including but not limited to:
  - a. Providing false or misleading information to a College official.
  - b. Filing a false or misleading report with College officials or law enforcement officials.
  - c. Manufacture, uses, intended use, purchase or possession of false documents, identification, or access devices.
  - d. Impersonating another individual through email, social media, electronic communication or other means.
  - e. Violating the Honor Code of Oxford College.
2. Using or being in or on college premises without express permission from a college official.
3. Misuse of property or services, including but not limited to:

- a. Taking, using, or possessing property without the express permission of its owner or utilizing a service without express authorization from its provider.
  - b. Refusing to return property to its owner when requested or refusing to discontinue the use of a service when requested to by its provider.
  - c. Transferring or accepting the transfer of property or services that are known to be non-transferrable.
  - d. Knowingly accepting, using, or possessing improperly obtained property or services.
4. Destroying, damaging, or vandalizing property.
5. Inappropriately participating in the Code of Conduct and/or hearing processes, including but not limited to:
- a. Providing false or misleading information during the conduct process.
  - b. Disrupting a conduct meeting or hearing.
  - c. Filing a conduct complaint as a means to retaliate, harass, coerce, or intimidate another person.
  - d. Attempting to influence the impartiality of a hearing body or other involved party prior to or during the course of proceeding conduct meeting or hearing; harassment or intimidation of a hearing body, during, or after a conduct meeting or hearing.
  - e. Influencing another person to engage in any of the aforementioned acts.

## **Student Conduct Procedures**

### **Reporting Alleged Misconduct**

Any member of the College community wishing to report an alleged incident of misconduct under this Code may make such report to the Chief Conduct Officer for review. The Chief Conduct Officer will determine whether action should be taken in response to a report. This determination may result in the report being assigned to a conduct officer for investigation or in assignment to the appropriate board or council for a hearing. Reports of alleged misconduct, which meet the criteria for medical amnesty, may be resolved as outlined within the Medical Amnesty Policy.

Residential Education and Services will notify a student in writing 48 hours prior to a scheduled investigation meeting or adjudicating hearing. Failure to attend an investigation meeting will result in a hearing on the alleged misconduct before either a conduct officer or the appropriate board. Failure to attend a hearing will result in the board making a decision on the alleged misconduct without the benefit of the respondent's involvement.

Reports of alleged sexual harassment and sexual misconduct will be resolved as outlined within the Sexual Misconduct Policy.

## **Violations of the Law and the Code**

Students may be accountable to both civil authorities and to the College for acts that constitute violations of the law and this Code. Those accused of violations of this Code are subject to the College disciplinary proceedings outlined in this Code while criminal, civil, or other College proceedings regarding the same conduct are pending. Respondents may not challenge the College disciplinary proceedings outlined in this Code on the grounds that criminal allegations of possible violations, civil actions, or other College proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The College will refer matters to federal, state, and local authorities when appropriate. The disciplinary process will proceed independent of, and not subject to, decisions made by non-College authorities.

## **Investigation Meeting**

For cases assigned to a conduct officer for investigation, a preliminary meeting shall occur between a conduct officer and the respondent to review the report as well as to gather the respondent's perspective on the incident. The conduct officer will explain the conduct process and also help the student understand the charges that the student allegedly violated. The purpose of this meeting is to make personal contact with the respondent and to determine if the student plans to accept or deny responsibility for the given charges. Oxford College believes that this one-on-one meeting can help all students become more comfortable with the sometimes overwhelming process.

The Chief Conduct Officer, once provided with the information from the investigation meeting, will recommend that the Peer Review Board or the Oxford College Conduct Board adjudicate the case depending on the severity of the charges and prior record of the student involved. The Peer Review Board will be assigned less severe cases where separation from the college is not an appropriate outcome. The College Conduct Board will hear cases not assigned to the Peer Review Board. In more severe or sensitive cases, the Oxford College Administrative Council may also be assigned the case. The use of the Administrative Council will be determined by the Dean of Campus Life. The Dean of Campus Life or the Chief Conduct Officer may also choose to assign a student to meet with a Conduct Officer for a meeting and/or an adjudicating hearing.

## **Procedures of the Boards and Councils**

### **Purpose of a Hearing**

The purpose of a hearing is to examine the report of misconduct, make a determination of responsibility and, if appropriate, assign sanction(s) for the case.

### **Procedures and Rules**

The proceedings shall be non-adversarial in nature. The Chair of the Board will preserve the non-adversarial nature of the hearing. Examples would be monitoring



questions asked by members of the Board and the accused receiving all pertinent information before the hearing.

Hearing proceedings will not be recorded by the college and students are prohibited from using any audio recording device during the proceeding.

The Chair shall determine the admissibility of all evidence and testimony, as well as the relevance of all questions. This determination shall be based on relevance. Rules of evidence applicable to criminal or civil court proceedings shall not apply. In situations where multiple students are alleged to have violated the Code based on their behavior in one incident, the Peer Review Board and Conduct Board may, at its discretion, hold a joint hearing for all of the respondents. In a joint hearing, all information and testimony are reviewed and available for all respondents. The boards make a separate finding for each student regarding responsibility and sanctions, if any.

### **Attendance**

The respondent shall have the right to be present at all times during the hearing, except when the Board or Council enters into deliberations.

Failure on the part of the respondent, complainant, advisor, or witnesses to attend this hearing will result in the hearing body making a decision on the alleged misconduct without the benefit of the respondent's involvement, the advisor's support, or witnesses' testimony.

### **Witnesses**

The College may require any enrolled student to attend and to give testimony relevant to the case under consideration. Signed, written statements of witnesses who cannot attend the hearing may be accepted at the discretion of the Chief Conduct Officer. The College may request the attendance of a faculty or staff member, or alternatively request that a faculty or staff member furnish a written statement. Failure to comply with a request of attendance by the board may result in a failure to comply violation.

### **Findings**

For all cases, the standard that shall be used to determine the respondent's responsibility is preponderance of evidence.

After all admissible evidence has been reviewed, the Oxford College Conduct Board shall deliberate to decide the case. For cases assigned to the Oxford College Conduct Board, the respondent shall be found responsible or not responsible by a majority vote (4-2) for each alleged violation. For cases assigned to the Peer Review Board, the respondent shall be found responsible or not responsible by a majority vote (3-2).

If the respondent is found responsible, the conduct officer or the board shall deliberate to make an assignment of sanction(s). At this time, the board will take into consideration previous violations that resulted in a responsible finding and the sanctions assigned. The sanctions assigned shall be determined by a majority vote.

At the conclusion of the process the student will be notified in writing of the outcome of his or her case by the Chief Conduct Officer or his/her designee for cases assigned to the Peer Review Board and the Dean of Campus Life for cases assigned to the Conduct Board.

## **Hearing Bodies**

### **Conduct Officers**

The Dean of Oxford College shall appoint conduct officers as he/she deems advisable for the effective maintenance of the conduct process. Conduct officers shall be authorized to investigate and adjudicate all conduct cases arising under this Code.

### **Boards and Councils**

The Dean of Oxford College will establish councils and boards, as he/she deems advisable for the effective implementation of the conduct process. The pool of faculty, staff and student members will be from Oxford College.

The following standing boards and councils are established:

#### Oxford Conduct Board

1. Jurisdiction: the Oxford Conduct Board is established as the general hearing body for all allegations of severe conduct violations as determined by the Chief Conduct Officer. Such violations include, but are not limited to, repeat alcohol violations, drug violations and significant property damage.
2. Membership: the Oxford Conduct Board shall be comprised of the following members:
  - a. A Chair, who shall be the Chief Conduct Officer, or his/her designee. The Chair does not vote except in cases of a tie regarding sanctions;
  - b. Two faculty or staff members;
  - c. Four students and;
  - d. Student Conduct Solicitor. The Solicitor does not vote.

#### Peer Review Board

1. Jurisdiction: the Peer Review Board is established as the hearing body for allegations of minor conduct violations as determined by the Chief Conduct Officer. Such violations include, but are not limited to, minor instances of vandalism, some residence hall policy violations, and minor alcohol violations.
2. Membership: the Peer Review Board shall be comprised of the following members:
  - a. Chair, who shall be the Chief Conduct Officer, or his/her designee. The Chair does not vote.
  - b. Five students.

### Oxford Administrative Council

1. Jurisdiction: the Oxford Administrative Council is established as the general hearing body for specific conduct cases deemed appropriate by the Dean for Campus Life.

2. Membership: the Oxford Administrative Council shall be comprised of the following members:

- a. A Chair, who shall be the Chief Conduct Officer, or his/her designee. The Chair does not vote.
- b. Three faculty or staff members.

### **Appointments**

The appointment of conduct officers as well as chairs, faculty and staff to each of the hearing bodies shall be for a period of one academic year. The Dean of Oxford College shall make faculty and staff appointments. Student appointments shall be made by the Chief Conduct Officer and Dean for Campus Life. Appointments may be renewed at the discretion of the Dean for Campus Life.

If a sufficient number of board or council members are not available, substitutes may be appointed by the Dean of Oxford College and/or Dean for Campus Life.

### **Student Rights**

While participating in hearings, complainants and respondents shall have the following rights. A respondent may elect to waive some or all of these procedures and rules. Such an election must be made in writing to the Chief Conduct Officer.

1. The right to a written notice of charges.
2. The right to a list of witnesses who will be asked by the College to testify at a hearing as well as the opportunity to review all written evidence.
3. The right to present evidence, or to call witnesses not already called by the College to testify or submit written statements. All witnesses must have the prior approval of the Chief Conduct Officer. It is the responsibility of the respondent to notify any additional witnesses not called by the College of the time, date, and location of the hearing.
4. The right to suggest questions for the conduct officer or Chair of the Board to pose to a witness. The officer or Chair of the Board has the discretion to decline to ask a question if he or she deems it not relevant.
5. The right to receive assistance from an advisor who is a current member of the Oxford College community (faculty or staff) and who may be present. In general, advisors are only allowed on behalf of a respondent during College Conduct Board hearings or Administrative Councils and not during administrative meetings or Peer Review Board hearings.
6. The right to be present at the hearing until such time as the conduct officer or the board/council retires to deliberate.

## **Faculty and Staff Advisors**

To protect the educational and non-adversarial nature of the conduct process, guidelines for participation of advisors will be strictly enforced. In general, participation of advisors is only allowed on behalf of respondents or complainants during conduct board hearing proceedings and not during administrative hearings or peer review board. Requests to have advisors present during other elements of the conduct process may be granted at the discretion of the Chief Conduct Officer. At all times, advisors must follow the guidelines for their participation.

The term advisor is defined as a current faculty or staff member of the Oxford College community who provides assistance to a respondent or complainant at that student's request during a formal hearing. The role of the advisor is to support the student. An advisor may not play an active role such as giving statements or questioning witnesses. An advisor may not speak for or on behalf of the student. A student may consult with his/her advisor during breaks in the hearing, or an advisor may make whispered or written comments to the student during the hearing, provided such comments do not interfere with the hearing process.

## **Administrative and Educational Sanctions**

In determining appropriate sanctions, consideration may be given to:

1. The nature of, severity of, and circumstances surrounding the violation
2. The student's acceptance of responsibility
3. Conduct history of the student
4. The impact of a sanction on a student.

Conduct officers, boards and councils determine sanctions for students who have accepted responsibility or been found in violation of this Code. The following sanctions, singularly or in combination, may be imposed upon any student found to have violated this Code.

### **Administrative Sanctions**

Expulsion: permanent separation of the student from the institution. An expelled student will be removed from all classes and not permitted to re-enroll. Expelled students may be barred from campus following their expulsion.

Suspension: temporary separation of the student from the institution for a period of time.

Interim Suspension: a suspension given by the Dean of Campus Life pending an investigation and/or adjudication of the incident. A student will not be permitted to attend class and may be removed from campus housing.

Dismissal: a separation of the student from the institution. A dismissed student will be removed from all classes and not permitted to re-enroll while the dismissal is in

effect. Dismissal may either be definite, for a specific period of time, such as a number of semesters or indefinite, the dismissal is in effect until certain conditions are met by the student that allow for readmission. Dismissed students may be barred from campus and/or from utilizing campus services during the term of their suspension.

Conduct Probation: formal recognition that the student is not currently in good disciplinary standing with the College. Probation may impact the student's eligibility to participate in certain programs (i.e.: student organizations, leadership roles, campus events) or services. Probation may either be definite, for a specific period of time, such as a number of semesters or indefinite, the probation is in effect until certain conditions are met by the student that allow for conduct probation removal. Conduct probation becomes a part of a student's permanent file.

Written Reprimand: a notice in writing to the student that the student has violated institutional regulations and must cease and not repeat the inappropriate action and future misconduct may lead to a more severe penalty. The reprimand remains on a student's record until a future date set by the Board/Council or Conduct Officer. This can affect sanctioning of future violations.

### **Educational Sanctions**

Warning: a notice in writing to the student that the student has violated institutional regulations and must cease and not repeat the inappropriate action.

Loss of Privileges: denial of specified privileges for a designated period of time. This sanction may include, for example, denial of the right to represent the College in such things as student leadership capacities or sports teams, denial of the use of campus facilities, or denial of parking privileges, or loss of privileges to participate in organizations, activities, or events.

Residence Hall Restriction/Relocation: prohibited from entering residence halls or being moved from one residence hall to another.

No Contact Order: prohibition against having any form of contact with another student for a defined period of time. Such contact includes in person communications, telephone calls, e-mails, or sending messages through a third party.

Restitution: compensation for loss, damage, or injury. This may take the form of service, monetary compensation or material replacement.

Mandated Administrative Tasks: completion of a specific number of hours of administrative tasks. Typically this service is to the college community.

Educational Projects/Initiatives: projects, classes or assignments designated to educate a student in connection with the effects of his/her behavior.

Meeting(s) with the Health Educator: The student will meet with the health educator and follow all recommendations, which may include additional assignments and/or meetings.

Meeting with a RES Professional Staff Member: The student will meet with a RES professional staff member to discuss their choices and behavior related to the incident.

Interview and Reaction: Student must interview a relevant member of the College community and write a paper reflecting on the interview and how it relates to their choices regarding the Code.

Media Assignment: Student must create a banner/flyer/bulletin board regarding a topic that is relevant to the violation.

Letter of Apology: Student must write a letter of apology to whomever was affected negatively by their behavior.

Reflection Paper/Essay: Student is required to write at minimum, a 1,000 word essay. The topic of this essay can vary, based on the situation and the specific facts of the case.

Fines: monetary fine sanctions depend on severity and the degree of the infraction.

Other: other sanctions as deemed appropriate by a hearing body/conduct officer and approved by the Chief Conduct Officer.

The College reserves the right to place a hold on the diploma, degree certification, official transcripts, or registration of the respondent even though he or she may have completed all academic requirements. The diploma, degree certification, official transcripts, or registration may be withheld until any allegations of misconduct are resolved and/or sanctions as well as other conduct obligations completed.

### **Personal Performance Record**

The following sanctions will automatically be documented in the student's Personal Performance Record, commonly referred to a student's conduct record:

1. Expulsion
2. Dismissal
3. Suspension

4. Conduct Probation in cases involving serious behavior and/or repeated offenses, where a decision is made to include a permanent notation on the student's Personal Performance Record.
5. Reprimand (expunged from the student's Personal Performance Record at a future date set by the Conduct Board or Conduct Investigator).

When a student is subjected to any of the actions indicated above, the Dean for Campus Life will retain a record of the case. If the student is subsequently found responsible for any violation of the Conduct Code, a record of all previous disciplinary findings of "responsible" for any violation will be provided to the hearing Board. The previous record will be considered in deciding the proper disciplinary action to be taken, but only after responsibility is determined.

Students found responsible and assigned sanctions of conduct probation, suspension or expulsion may be ineligible for scholarships and other forms of financial aid administered by the College, campus leadership positions, participation in collegiate events/programs and the opportunity to participate in a study abroad program.

### **Appeals**

The Dean of Oxford College will receive all appeals to cases resolved under the code.

The respondent may appeal findings of responsibility and/or sanctions. To initiate an appeal, the respondent must submit a written statement of the specific reason(s) for appeal to the Chief Conduct Officer or to the Dean of the College within five business days of receipt of the hearing decision. The Chief Conduct Officer will give the appeal and all relevant case information the Dean of the College.

The Dean of the College will review the documents pertaining to the case to determine:

1. Whether the hearing was conducted in accordance with the procedures outlined in this Code of Conduct.
2. Whether the interpretation of the Code was appropriate.
3. Whether the sanction(s) imposed were appropriate.
4. Whether new, relevant information has been discovered that could affect the outcome of the case.

After reviewing the documents pertaining to the case, the Dean of the College will issue a written response to the student within a reasonable period of time from the receipt of the request for review. The Dean of the College shall recommend one of the following courses of action:

1. Affirm the hearing decision and affirm the recommended sanction(s).

2. Affirm the findings of the hearing decision, but impose a different set of sanction(s), which may be of lesser severity.
3. Remand the case to the Chief Conduct Officer to assign a hearing body to conduct a new hearing.

This decision by the Dean of the College shall be final.

## **Definitions**

Administrative Council: comprised of a Chair and three faculty or staff members of Oxford College and adjudicates specific conduct cases deemed appropriate by the Dean for Campus Life.

Administrative sanction: impacts a student's status with the college.

Advisor: an Oxford College faculty or staff member whom a student charged with misconduct may seek for advice. This person may also be present at any hearings on the matter.

College: refers to Oxford College of Emory College.

College official: means any person employed by the College, including but not limited to Resident Assistants, Residence Life Coordinators, law enforcement officers, and other administrative and professional staff.

College premises: buildings or grounds owned, leased, operated, controlled, affiliated with, or supervised by the college.

College-sponsored activity: any activity, on or off campus that is initiated, aided, authorized, or supervised by the college.

Complainant: refers to the accuser and can be used to refer to a person, a group, or the college. When the complainant is a group, any one of the following may be appointed by that body to represent it: the college, an entity, or a single person, provided that person is a member of the Oxford College community.

Conduct Board: comprised of a chair, two faculty or staff members, four students, and a student conduct solicitor and adjudicates cases of a more serious nature such as drugs, repeat alcohol violations or cases deemed appropriate by the Chief Conduct Officer.

Conduct Officer: any person(s) authorized by the Chief Conduct Officer to hold preliminary meetings, conduct investigations, hold conduct hearings, and determine whether a student has violated the Code as well as recommend sanctions.



Dean of the College and Dean for Campus Life: references to the Dean include his or her designee.

Educational sanction: requires a student to become actively engaged in a process that will allow him/her to reflect upon the incident and learn a number of things.

Hazing: any activity expected of someone joining a group or organization (or to maintain full status in a group or organization) that humiliates, degrades or risks emotional or physical harm, regardless of the person's willingness to participate. Apathy or acquiescence in the presence of hazing are not neutral acts; these are violations. (<http://policies.emory.edu/8.11>)

Hearing body: any person(s) authorized by the Dean for Campus Life to hold a disciplinary hearing, to determine whether a student has violated the Code, and to recommend sanctions. This term includes the College Conduct Board, the Peer Review Board, Administrative Council and conduct officers.

Notify in writing (transmit in writing): to send via electronic mail to student's Emory e-mail address, to mail (U.S. or campus) written notice to the student's most recent address of record, or to hand deliver written notice to the student.

Peer Review Board: comprised of a Chair and five students and adjudicates cases of minor policy violations such as noise or alcohol or cases deemed appropriate by the Chief Conduct Officer.

Preponderance of evidence: more likely than not that a violation occurred.

Respondent: refers to the accused student. This term may be used interchangeably with accused or accused organization.

Student: any person pursuing undergraduate studies at Oxford College. At the discretion of the Dean for Campus Life, the term may be extended to mean: (1) a person not currently enrolled who was enrolled in the Fall, Spring, or Summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, has been enrolled in Oxford College and may reasonably seek enrollment at a future date, or (3) a person who has applied or been accepted for admission to Oxford College and may reasonably be expected to enroll.

Weapon: any object or substance designed to inflict a wound, cause injury or incapacitate, including, but not limited to, all firearms, airsoft guns, stun guns, bows and arrows, explosives, pellet guns, BB guns, switchblade or gravity knives, clubs, blackjacks or brass knuckles, or ice picks.

## **Notices**

### **Limitations Regarding Rehabilitation**

The College is not designed or equipped to rehabilitate students who do not abide by this Code. It may be necessary to remove those students from the campus and to sever the institution's relationship with them, as provided in this Code.

### **Interpretation**

Any question of interpretation or application of this Code shall be referred to the Dean of Campus Life, the Chief Conduct Officer or their designee for final determination.

### **Confidentiality, Maintenance, and Retention of Records**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. Conduct records may be shared within the College with those individuals with an educational need to know, as provided by FERPA. To the extent permitted or required by law, the complainant or victim may also receive notice of the outcome of the conduct process. Students should be aware that the outcome of conduct proceedings may result in actions by other departments of the College over which the Chief Conduct Officer has no direct control. Student conduct records may be also released to other institutions as permitted or required by FERPA.

The Chief Conduct Officer shall:

1. Maintain files on all undergraduate student conduct reports, records, and hearing proceedings.
2. Be the official custodian of records relating to the non-academic misconduct of undergraduate students;
3. Retain records of all conduct cases that result in a finding of responsibility for at least the entire tenure of a student's enrollment with the College; and
4. Establish additional policies regarding the retention and maintenance of student conduct records, and such policies shall conform to established College policies on record retention.

### **Nature of and Changes to the Code**

Nothing in this document constitutes a contract or creates a contractual obligation on the part of Oxford College. The College reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the College. The College further reserves the right to alter or modify any statement contained in this document without prior notice.

## Oxford College Student Honor Code

The responsibility for maintaining standards of unimpeachable honesty in all academic work and in campus judicial proceedings falls upon every individual who is a part of Oxford College of Emory University. The Honor Code is based on the fundamental expectations that every person in Oxford College will conduct his or her life according to the dictates of the Honor Code and will refuse to tolerate actions in others which would violate the Honor Code.

### Article 1: Academic Misconduct

Academic misconduct is an offense generally defined as any action or failure to act which is contrary to the integrity and honesty of members of the academic community.

A. Such offenses include, but are not limited to, the following:

1. Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized
2. Plagiarizing
3. Seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination
4. Intentionally mis-shelving, damaging or removing library materials without authorization
5. Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage
6. Intentionally giving false testimony in an Honor or Conduct Board hearing or refusing to give evidence when requested by the Honor Council
7. Intentionally giving unauthorized information regarding hearings of the Oxford College Conduct Board or Honor Council
8. Breach of any duties prescribed by this code

B. A duty of confidentiality is implicit in the Honor System. It is academic misconduct under this Code for any member of the Honor Council, a student witness, or any student (other than the accused) who has obtained knowledge of an Honor Council proceeding, past or present, to breach this confidentiality. Nothing in this paragraph shall restrict communications to officials of the University where knowledge is necessary to the performance of the officials' duties nor shall it restrict disclosure required by law.

C. Harassment of witnesses or anyone involved in an Honor Council hearing, before, during or after the hearing constitutes academic misconduct.

### Article 2: Honor Pledge and Obligation

A. A student's submission of any work to be evaluated for course credit constitutes a declaration that he or she has neither given nor received unauthorized

information on the work, nor has condoned the giving or receiving of unauthorized information by others.

B. Each student at Oxford College of Emory University agrees to abide by the honor pledge and takes upon himself or herself the responsibility of upholding the Honor Code. Each student is urged to inquire of the Honor Council about any doubtful case at any time throughout the year.

C. Each professor shall explain to his or her classes at the beginning of each semester any special aspects of the Honor Code as it pertains to that course.

D. "State of the Honor Code" meeting of the student body and the Council shall be held periodically upon the call of the Council. The purpose of these meetings will be to discuss how the Honor Code is working, to strengthen understanding of the Code among members of the College community, and to promote improvements.

#### Article 3: Reporting Cases

It is the responsibility of every member of the faculty, administration and student body to cooperate in supporting the honor system. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report this suspected breach to the Student Chair of the Honor Council, the Faculty Coordinator of the Honor Council, or the Dean of Academic Affairs.

#### Article 4: Rights of the Accused

The accused shall have the following rights:

A. To receive a written statement of the charges at least five (5) days in advance of the hearing. This written statement shall contain a brief statement of the nature of the alleged offense. This statement shall be drawn by the Chair and Secretary in consultation with the Faculty Coordinator if, after a preliminary investigation by them, they determine that there is reasonable cause to believe that the Honor Code may have been violated. In the event that the accused does not accept the written statement of charges or does not sign acknowledging receipt, the hearing will nonetheless occur as scheduled.

B. To receive a copy of this Honor Code and have his or her rights explained.

C. To have an advisor from the faculty or administration of Oxford College to assist at the hearing. It is mandatory that such an advisor be obtained. The advisor's function will be:

1. To explain the rights of the accused.
2. To investigate the charges and advise as the best way to present the defense.
3. To call witnesses and present evidence.
4. To question the accused and witnesses at the hearing.

D. To request a postponement of a hearing for good cause. The request shall be in writing, addressed to the Chair of the Honor Council, and must state the reason for making the request. The disposition of the request is at the discretion of the Dean of Academic Affairs.

E. To testify and present evidence in his or her behalf, subject to limitations on the number of witnesses imposed by the Honor Council and to be present during the presentation of all evidence. If, however, the accused student does not appear at the hearing as scheduled, the hearing will nonetheless proceed in the absence of the accused.

F. To appeal, unless the accused elects to proceed using the Expedited Hearing Option (See Article 6).

G. To request that the case proceed using the Expedited Hearing Option (See Article 6).

#### Article 5: Procedure for Full Hearings before the Honor Council

A. Hearings shall be fair and impartial. All evidence, regardless of whether it meets the test of admissibility of the rules of evidence, shall be elicited by the Honor Council. Witnesses will testify without oath, and signed statements may be submitted from unavailable witnesses. While any witness (including the accused) is giving testimony, only members of the Honor Council, the accused, and the advisor to the accused may be present. A faculty secretary may be present to record hearings.

B. The Honor Council shall be allowed all possible latitude in determining whether a violation has occurred and shall itself determine the weight and pertinence of the evidence. The Dean of Academic Affairs shall have access to all meetings, discussions, minutes and deliberations.

C. Refusal of a witness to testify shall constitute academic misconduct under this code.

D. Harassment of witnesses will constitute misconduct under this code.

E. At the conclusion of the presentation of evidence, the Honor Council shall retire to deliberate in secret. No one involved in the investigation of the charges shall be present during deliberations and only the six (6) voting members may deliberate. A unanimous vote of the six (6) voting members shall be required for a finding of an Honor Code violation. Upon finding an Honor Code violation, the Honor Council shall recommend the sanctions by majority vote.

F. The following sanctions may be imposed:

1. Honor Council probation for one (1) year: The penalty is automatic on conviction, and the student shall be given formal notice in writing that any further violation shall be sufficient cause for further disciplinary action;
2. F in the work involved, with prior consent of the professor;
3. F in the course on the student's permanent transcript, with the prior consent of the professor: In the absence of extraordinary circumstances, this shall be the normal penalty for a first Honor Code offense.
4. Honor Council Suspension;
5. Honor Council Dismissal: All courses in process shall receive a grade of "W," except any course for which an "F" is recorded under (3) above;
6. Honor Council Expulsion; or
7. Such combination of sanctions or other sanction as may be deemed appropriate.

G. A student who drops or withdraws from a course, thereby receiving a "W", and is later found to have violated the Honor Code while enrolled in the course, may receive a "WF" at the discretion of the Council and the Dean of Academic Affairs.

H. The findings and recommendations of the Honor Council shall be transmitted to the Dean of Academic Affairs promptly in a concise written report. After receipt of the report, the student shall be promptly notified in writing of the Dean's decision and any sanctions imposed. The Dean of Academic Affairs may reject the finding of an Honor Code violation, but not one of non-violation of the Honor Code, may modify the severity of the recommended sanctions or may require the Honor Council to hold a new hearing.

#### Article 6: Procedure for Expedited Hearings

A. An accused student may, in an appropriate case, request an Expedited Hearing in writing to the Chair and the Faculty Coordinator of the Honor Council.

B. Use of the Expedited Hearing Procedure is appropriate in cases where there is evidence that the accused, who has not previously been found to have violated the Honor Code, has committed some violation of the Honor Code, and the accused student acknowledges that violation of the Honor Code and formally requests an Expedited Hearing before a special three-person panel rather than a full hearing before the Honor Council. The accused must also waive the right to appeal before an Expedited Hearing is scheduled (see Article 4, F) and acknowledge that use of the Expedited Hearing Procedure does not in any way imply a recommendation for a lesser penalty.

C. In each Expedited Hearing the special three-person hearing panel shall consist of:

1. The Dean of Academic Affairs
2. The Vice Chair (or another voting student member of the Council), and

3. A faculty representative of the Council, who is neither the Faculty Coordinator nor a Co-coordinator.

D. The panel will hear an admission of violating the Honor Code directly from the accused, receive all evidence previously gathered by the investigating team, and may receive any additional statements from the accused and question the accused as the panel deems useful. After the accused student and the student's advisor leave the hearing room, the members of the panel shall review the evidence and the accused student's admission of violating the Honor Code to decide if a finding of the alleged Honor Code violation is warranted. If the panel unanimously determines that the admission of violating the Honor Code is acceptable in light of all the evidence, then the panel members upon reviewing all relevant factors shall recommend by majority vote an appropriate punishment to the Dean of Academic Affairs. The Dean of Academic Affairs may accept or modify the severity of the recommended sanctions, before promptly notifying the student of the outcome of the hearing.

#### Article 7: Appeals

A. A student may appeal a finding of Honor Code violation, the punishment, or both, to the Appeals Committee, unless the findings resulted from the Expedited Hearing Procedure, in which case the right to appeal has been waived by the student. The appeal must be written and submitted to the Chair of the Honor Appeals Committee within seven (7) days of the receipt of the Dean's decision.

B. The Honor Appeals Committee shall be composed of three (3) faculty members appointed by the Dean of Academic Affairs. The committee shall recommend to the Dean of Academic Affairs that a previous decision be affirmed, that the penalty be reconsidered, or that a new hearing be held.

C. The Honor Appeals Committee shall review the report and physical evidence in the case, may take additional evidence and in its discretion, permit the accused to submit additional evidence. The Appeals Committee may consult with whomever they consider appropriate in reviewing the case. Upon completion of the review, the Appeals Committee shall advise the Dean of Academic Affairs of its recommendations.

D. The Dean of Academic Affairs shall promptly notify the accused in writing of the recommendation and of any action he or she is taking based thereon.

#### Article 8: Honor Council

There shall be a body known as the Honor Council which shall be charged with two duties:

A. To sponsor an effective educational campaign among students for highest academic and judicial integrity at Oxford College and to promote a clear

understanding throughout the college community of the issues involved in the Honor Code.

B. To hear all cases, referred to it alleging honor violations by students. The duty of the Council shall be to determine whether the accused has violated the Honor Code and to make recommendations to the Dean of Academic Affairs.

#### Article 9: Membership

The Honor Council shall consist of twenty-two (22) persons- a Chair, a Secretary (both non-deliberating members), ten (10) student members, and ten (10) faculty members

A. The Chair is elected according to Article 9; student members are appointed according to Article 10. Faculty members are appointed according to Article 9, Section C.

B. The Chair of the Honor Council shall be appointed according to Article 10 of the Honor Code. The Chair shall serve one year beginning at the end of the Spring semester. The Chair of the Honor Council shall be the student member receiving appointment from the current Honor Council, both faculty and student members, in consultation with the Dean of Academic Affairs. From the student members, the Honor Council shall choose one member to serve as the Secretary, another member to serve as Vice Chair, and two others to serve as Investigators. If the Chair for any reason cannot fulfill his or her term of office, the Vice Chair will become Chair for that term; the Vice Chair shall share in the planning and facilitation of non-investigatory duties assigned to the Chair and Secretary under this Code. Four of the eligible student members will serve as voting members in each Honor Council hearing. An Investigator is eligible to serve as a voting member in any case in which he or she has had no prior involvement, unless otherwise disqualified under Article 9, Section E. New members will be appointed when and only when a sufficient number of voting student members is not available.

C. Ten faculty representatives shall be appointed by the Dean of Academic Affairs, upon approval of the faculty, to serve as members of the Honor Council. In each Honor Council hearing two faculty representatives will serve as voting members. If particular expertise is needed in a given case, an additional faculty member may be assigned by the Dean of Academic Affairs for that case.

D. The Dean of Academic Affairs shall designate one faculty representative to serve as the Faculty Coordinator for the Honor Council. The Faculty Coordinator shall be the principal advisor to the Chair and the other officers of the Honor Council with regard to all matters arising under the Honor Code. The Dean shall designate two faculty representatives to serve as the Co-Coordiators for the Honor Council. Each Co-Coordinator shall assist the Coordinator in the execution of the duties described above by performing such portions of those duties assigned to them by



the Coordinator. A Co-Coordinator is eligible to serve as a voting faculty member in any case in which he or she has had no prior involvement unless otherwise disqualified under Article 8, Section E.

E. In case of emergency or when members of the Honor Council are not available for service, the Chair, with approval of the Dean of Academic Affairs, may appoint students to serve for that case only. Any member of the Council who is a witness in a case is automatically disqualified for that case. A member may also disqualify himself or herself for reasons of interest, bias, close relationship to the accused, or any other appropriate reason. In the event that the Faculty Coordinator is disqualified, or otherwise unable to participate in any case or portion of a case, one of the Co-Coordinators or other faculty representatives may serve as an ad hoc Faculty Coordinator.

#### Article 10: Student Election and Appointment to the Honor Council

A. In order to qualify for nomination for a position on the Honor Council, a student must have an overall "C" average in academic work, must not be under penalty of conduct probation or honor probation, and must be nominated by a petition bearing the signature of twenty-five students.

B. The Chair of the Honor Council shall be appointed in the Spring semester by the current Honor Council, both faculty and student members, in consultation with the Dean of Academic Affairs. Any Honor Council member wishing to be considered for Chair must have obtained membership in the manner described in Article 10, Section C and be approved by the current members of the Honor Council.

C. The eleven student members of the Honor Council shall be appointed by the current Honor Council, both faculty and student members, in consultation with the Dean of Academic Affairs. Eight of the student members will be appointed from the rising sophomore class, and must have completed at least two resident semesters on campus and have two semesters of normal residence work remaining on the campus. Three of the student members will be appointed from the current freshman class at the end of fall semester and will serve two full semesters on the council. Students may apply for membership on the Honor Council by providing the following materials: a petition, signed by twenty five students; a statement indicating reasons for wanting to be a member of the Honor Council; two letters of recommendation from current members of the faculty. These materials will be submitted to the Faculty Coordinator of the Honor Council.

D. During the summer term, the Honor Council will consist of any elected members enrolled for that term, with the Chair designated from this group. Any remaining vacancies shall be filled by appointment made by the Dean of Academic Affairs in consultation with the remaining members of the Honor Council. If no Honor Council members are present in the summer, a Council will be selected by a method of the Academic Dean's choosing.

E. Any member of the Honor Council holding office under the provisions of this Honor Code may be impeached if he or she is found to have engaged in gross neglect of duty or misconduct in office. Impeachment procedure shall be the same as that provided by the Honor Code for violation. An impeachment charge must be brought by a member of the Honor Council. Any student member of the Honor Council shall resign his or her office if he or she is placed on honor or conduct probation.

#### Article 11: Jurisdiction and Authority of the Honor Council

Jurisdiction of the Honor Council shall extend to cases involving academic misconduct and deliberate falsification in campus judicial proceedings. Faculty members may not impose honor penalties contrary to the decision of the Dean of Academic Affairs based on findings and recommendations of the Honor Council. The Dean of Academic Affairs shall not impose a grade penalty without permission of the appropriate faculty member.

#### Article 12: Miscellaneous

Wherever the word "Dean of Academic Affairs" is used herein, it shall include the Dean of Academic Affairs or his or her designee.

#### Article 13: Amendments

This Honor Code shall be subject to amendment and revision with the consent of the Dean of Academic Affairs and a majority of the faculty.

#### **Emory University policy statement on Discriminatory Harassment**

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran's status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the University.

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, disability, or veteran's status 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 includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program, or activity.
- Submission to or rejection of such conduct by an employee or student is used as the basis for employment or academic decisions affecting that employee or student.
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

All University vice presidents, deans, and division and department chairs should take appropriate steps to disseminate this policy statement and to inform employees and students of procedures for lodging complaints. All members of the student body, faculty, and staff are expected to assist in implementing this policy.

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 this paragraph that academic freedom be allowed to all members of the academic community. Accordingly, this provision shall be liberally construed but shall not be used as a pretext for violation of this policy.

Any student or employee with a complaint of discriminatory harassment should contact the associate vice president for Equal Opportunity Programs to obtain information on the procedure for handling such complaints. Any questions regarding either this policy statement or a specific fact situation should be addressed to the Emory University Office of Equity and Inclusion.

### **University-Student Relationships**

The Board of Trustees of Emory University has adopted a statement of policy dealing with University-student relationships. A digest of that policy follows:

1. Emory University was founded on Christian principles by the Methodist church and proudly continues its church relationship as an agency dedicated to seeking and imparting truth.
2. Emory University admits qualified students of any sex, sexual orientation, race, color, national origin, age, religion, disability, or veteran's status to all of the rights, privileges, programs, and activities generally accorded or made available to students at Emory University; it does not discriminate on the basis of sex, sexual orientation, age, race, color, national origin, religion, disability, or veteran's status in administering its educational policies, admission policies, scholarship and loan

programs, athletic programs, and other programs administered by Emory University.

3. Attendance at Emory University is a privilege and not a right; however, no student will be dismissed except in accordance with prescribed procedures; students applying for admission do so voluntarily and are free to withdraw, subject to compliance with the regulations of their schools or colleges governing withdrawal and to the fulfillment of their financial obligations to the University.

4. Upon matriculation at Emory, each student agrees to be bound by the rules, policies, procedures, and administrative regulations as they exist at the time of admission and as they may be changed by duly constituted authority.

5. By enrolling as a student at Emory University, a person acquires the right to pursue the course of study to which he or she is admitted and to be treated with the dignity appropriate to an adult person in all matters relating to the University; in the same spirit, the student shall comply with the rules and regulations of Emory University.

6. Students are provided the opportunity to participate in the development of rules and procedures pertaining to University affairs to the extent that such participation and the results thereof, as determined by the Board of Trustees or its designated agent, are consistent with orderly processes and with the policies and administrative responsibilities of the Board of Trustees and the administration.

7. The University expects students to conduct themselves with dignity, courtesy, responsibility, and integrity, and with due respect for the rights of others, realizing that sobriety and morality are not only characteristics of a mature and responsible person but are also essential to the maintenance of a free and orderly society.

8. Membership in and rules governing admission to student organizations shall be determined by the organizations themselves, and such rules shall not be required to be uniform as long as these rules do not contravene any policy established by the Board of Trustees.

Emory University is an educational institution, not a vehicle for political or social action. It endorses the right of dissent and protects and encourages reasonable exercise of this right by individuals within the University. Because the right of dissent is subject to abuse, the Board of Trustees and the President have published a statement to clarify policy concerning such abuse. A digest of that statement follows:

1. Individuals associated with Emory represent a variety of viewpoints; the University fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.

2. Dissent, to be acceptable, must be orderly and peaceful and must represent constructive alternatives reasonably presented.
3. Coercion, threats, demands, obscenity, vulgarity, obstructionism, and violence are not acceptable.
4. Demonstrations, marches, sit-ins, or noisy protests that are designed to or that do disrupt normal institutional pursuits are not permitted.
5. Classes and routine operations will not be suspended except for reasonable cause as determined by the president.
6. Administrators, faculty, staff, and students are expected to abide by these standards of conduct in promoting their views, particularly dissent.
7. Persons who oppose these policies should not become associated with Emory nor continue to be associated with Emory.
8. Academic and administrative procedures protect individuals in the right of free expression and provide for prompt and appropriate action against those who abuse such right.

## **Trustees, Administration, and Faculty**

### **Emory University Board of Trustees**

The Board of Trustees governs the university by establishing policy and exercising fiduciary responsibility for the long-term well-being of the institution. The Board and its Executive Committee act on recommendations from board committees, university officers, and the university Senate

### **Board of Trustees Executive Committee**

John F. Morgan, Chair  
 G. Lindsey Davis, Vice Chair  
 Laura J. Hardman, Secretary

### **Board of Trustees**

J. David Allen  
 Kathleen Amos  
 Facundo L. Bacardi  
 Thomas I. Barkin  
 Thomas D. Bell Jr.  
 Henry L. Bowden Jr.  
 Susan A. Cahoon  
 Shantella Carr Cooper  
 Walter M. Deriso Jr.  
 Russell R. French  
 James R. Gavin III

John T. Glover  
 Robert C. Goddard III  
 Javier C. Goizueta  
 C. Rob Henrikson  
 M. Douglas Ivester  
 Muhtar Kent  
 Jonathan K. Layne  
 Steven H. Lipstein  
 Deborah A. Marlowe  
 William T. McAlilly  
 Teri Plummer McClure

Lee P. Miller  
Wendell S. Reilly  
John G. Rice  
Rick M. Rieder  
Teresa M. Rivero  
Adam H. Rogers  
Katherine T. Rohrer  
Timothy C. Rollins  
Diane W. Savage

Leah Ward Sears  
Lynn H. Stahl  
James E. Swanson Sr.  
Mitchell S. Tanzman  
Mary Virginia Taylor  
Gregory J. Vaughn  
William C. Warren IV  
B. Michael Watson  
Mark A. Weinberger

### **President's Cabinet - Emory University**

James W. Wagner, President  
Claire E. Sterk, Provost and Executive Vice President for Academic Affairs  
S. Wright Caughman, Executive Vice President for Health Affairs  
Susan Cruse, Senior Vice President for Development and Alumni Relations  
Allison Dykes, Vice President and Secretary of the University  
Gary S. Hauk, Vice President and Deputy to the President  
Michael J. Mandl, President and CEO of Emory Healthcare  
Rich Mendola, Interim Executive Vice President for Business and Administration  
Ajay Nair, Senior Vice President and Dean of Campus Life  
Jerry Lewis, Senior Vice President for Communications and Public Affairs  
Stephen D. Sencer, Senior Vice President and General Counsel

### **Dean's Council - Oxford College**

Stephen H. Bowen, Dean of the College  
Kenneth L. Anderson, Dean of Academic Affairs and Chief Academic Officer  
Catherine Chastain-Elliott, Associate Dean of Academic Affairs  
Stephanie Allen, Associate Dean for Finance and Budget  
Mahbuba Ferdousi, Associate Dean for Information Technology  
Myra L. Frady, Dean of Resource Planning and Chief Financial Officer  
Kelley Lips, Associate Dean of Enrollment Services  
Khatija Long, Director of Human Resources  
Mary Kathryn McNeill, Associate Dean of Library Services  
Joseph C. Moon, Dean of Campus Life  
Kevin Smyrl, Associate Dean of Development and Alumni Relations

### **Board of Counselors**

The Board of Counselors for Oxford College of Emory University had its original meeting on June 4, 1971. The purpose of this group of alumni and friends is to receive information about the college and to consult with the dean and other officers. The board is asked to help interpret the program and objectives of Oxford College, to assist with fund-raising for the college's priority projects, to bring to the officers of the college a reflection of opinions that will help guide the college, and

to share ideas concerning resources development for the college. The overall objective is to improve and increase the service of Oxford College.

## **Members**

Christopher L. Arrendale 99OX 01C - Atlanta, GA  
Robert C. Atkinson, Jr. 75OX 77B - Atlanta, GA  
J. Max Austin Jr. 61OX 63C 69MR - Birmingham, AL  
Ellen A. Bailey 63C 87B - Atlanta GA  
Joe L. Bartenfeld 64OX 66C - Atlanta, GA  
Clifford A. Bell 46OX 50C - Dillard, GA  
Anne Bigelow 74OX 76N - Atlanta, GA  
Russell W. Boozer 75OX 77B - Dunwoody, GA  
Lynne Borsak 81OX 83C - Atlanta, GA  
Robert E. Chappell Jr. 56OX, 58B 68 - Griffin, GA  
R. Haynes Chidsey 88OX 90C - Denver, Colorado  
Albert E. Clarke 55OX 57C 60T - Atlanta, GA  
Ms. Jennifer Crabb Kyles 98OX 00C - Atlanta, GA  
Cheryl Fisher Custer 81OX 83C - Conyers, GA  
William T. Daniel Jr. 73OX 75C - Savannah, GA  
William Michael Dennis 67OX 69C - Winter Park, FL  
Robert Trulock Dickson 72OX 74C - Emerald Isle, N.C.  
Denny M. Dobbs 65OX - Covington, GA  
David D. Duley 96OX 98B - Atlanta, GA  
Jonathan E. Eady 84OX 86C - Atlanta, GA  
Carroll E. Eddleman 70OX 72C, 73G - Hoschton, GA  
J. Joseph Edwards 54OX 56B 58B - Barnesville, GA  
Arthur F. Evans 68OX 69B - Oviedo, Florida  
John Fountain 73OX 75M 79M 83MR - Conyers, GA  
R. Dean Fowler 55OX 57C - Steinhatchee, FL  
Robert R. Fowler III - Covington, GA  
J. Milton Gillespie 59OX - Sky Valley, GA  
John E. Girardeau 63OX 65C 68L - Gainesville, GA  
Kevin A. Gooch 99OX 01C - Atlanta, GA  
Warren C. Graham, III 81OX 83C - Annapolis, MD  
Dana Greene 71G - Alexandria, VA  
Judy Greer - Oxford, GA  
Susan Atkinson Gregory 77OX 79C - Nashville, TN  
William J. Hardman Jr. 52OX, 54C 66MR Athens, GA  
W. Marvin Hardy III 61OX, 63C 65L - Orlando, FL  
Kipling Hart 94OX 96C - Lyons, GA  
Zoe M. Hicks 63OX 65C 76L 83L - Atlanta, GA  
Norman G. Houston III 62OX 64C - Nashville, GA  
Bruce K. Howard 85OX 88C - LaGrange, GA  
Dr. Robert E. Ingram 65OX, 67C - Opelika, AL  
Mr. Paul P. Jackson Jr. 82OX84B - Tucker, GA

Horace J. Johnson Jr. 77OX 79B - Covington, GA  
Barry Jones 61OX 63C - Highlands, NC  
Helen Fogle Jones 64OX 67C - Calhoun, GA  
Kevin D. Kell 75OX 77C - Atlanta, GA  
Diane Allgood Kirby 67OX - Bogart, GA  
William R. Kitchens 63OX 65C 69M 74MR 80MR - Augusta  
Marvlyn Kirk – Covington, GA  
Wallace C. Lail 59OX - Duluth, GA  
Reid Mallard 84OX 86C - Atlanta, GA  
Henry A. Mann 62OX 64C - Atlanta, GA  
Miles H. Mason, III 67 OX 68C - Duluth, GA  
Rev. Michael McCord 06T - Carrollton, GA  
Willis L. Miller, III 67OX 69C 72L – Valdosta, GA  
Alexander G. Morehouse 63C - Mansfield, GA  
Ralph Murphy 49C - Social Circle, GA  
William B. Nipper Jr. 69OX 71C - Green Cove Springs, FL  
Carol K. Norton 65OX 67C 69G - St. Simon Island, GA  
William L. Norton Jr. 42OX 48 50 - Gainesville, GA  
Tommy L. Owens 59OX 61C 65D - Atlanta, GA  
Fred L. Palmer 52OX 57M 58MR 60MR - Smyrna, GA  
Myra Palmer – Atlanta, GA  
Rakhhee Vora Parikh 99OX 01C 02PH - Atlanta, GA  
Eric Pike 88OX 90C - Lewisville, N.C.  
J. McDowell Platt 74OX 76C - Atlanta, GA  
Eugene M. Rackley, III 55OX 58B - Sea Island, GA  
B. Dan Ragsdale 59OX - Oxford, GA  
Ralph M. Reeves 59OX 61C 65M - Reading, PA  
Vann Roberts 59OX - Dalton, GA  
John W. Robitscher 81OX 83C 92 PH - Atlanta, GA  
Anne A. Salter 71Ox; 73C; 82G - Atlanta, GA  
Kyle D. Smith Jr. 59OX 61C - Calhoun, GA  
Thomas G. Stokes, Jr. 9OX 81C - Atlanta, GA  
Hugh M. Tarbuton Jr. 84OX - Atlanta, GA  
Andrew W. Tatnall 76OX 78B - Marietta, GA  
John L. Temple - Sky Valley, GA  
Ina L. Thompson 61OX 63C - LaJolla, CA  
Linwood Thompson 57OX 60C - Griffin, GA  
Robert Thornton 62OX 64C - Maitland, FL  
Arthur Vinson 66OX 68C - Atlanta, GA  
Mitch Waters 81OX 83C - Atlanta, GA  
Kim Wilder-Dyer 78OX 80C 83M - Marietta, GA  
Mayo Woodward 90OX 92C - Birmingham, AL  
George L. Zorn Jr. 62OX 64C 68M - Irondale, AL



## **Oxford College Alumni Association**

The purpose of the Oxford College Alumni Association (Alumni Board) is to support and promote educational excellence at Oxford College by creating and sustaining a mechanism through which Oxford College can communicate regularly with and serve its alumni, as well as a means through which alumni may communicate with and serve Oxford College.

The association is made up of class agents who are the Alumni Board representatives for their Oxford graduation year. They are asked to inform and educate their classmates about Oxford, to provide information about Oxford's ongoing activities and future plans, and to support Oxford's fund-raising efforts. Oxford class agents choose to volunteer, serve, and act as stewards for Oxford College and the University. Without their help, we could not educate, inform, and build relationships with Oxford alumni.

## **Alumni Board Executive Committee**

President, Chris Arrendale 99OX 01C – Marietta, GA  
President Elect, Jennifer L. Crabb Kyles 98OX 00C - Conyers, GA  
Past President, Ryan Burns Roche 03OX 05C - Decatur, GA  
Secretary, Kent Montgomery 78OX 80C - Atlanta, GA  
Treasurer, Jody Moses 68OX 70C 75D - Cumming, GA  
Communications Chair, Paula Martin Woodward 99OX 01C – Atlanta, GA

## **Members**

Jody Alderman 77OX 80C 83T, Decatur, GA  
Karin Lessinger Alhadeff 07OX 08C 10G - Atlanta, GA  
Lorri Alston Anderson 97OX 99C - Conyers, GA  
Jane Atkinson 65OX 67N - Covington, GA  
Jim Bailey 67OX 69C - Decatur, GA  
M.J. Blakely 00OX 02C, Tucker - GA  
Edward Brashier 98OX - Atlanta, GA  
Warren I. Brook 70OX 72B - Atlanta, GA  
Kristin Brown 91OX 93B - Royston, GA  
Denise Bunch 72OX – Carrollton, GA  
Joe W. Cahoon 63OX 65C - Atlanta, GA  
Kevin Callaway 97OX 99N - Florence, AL  
Tammy Camfield 89OX 91C - Covington, GA  
Will Canon 11OX 13C - Decatur, GA  
Virgil Costly 62OX - Covington, GA  
Carol Cummings 81OX - Clermont, GA  
Newsom Cummings 81OX 83C - Clermont, GA  
Justin Davis 02OX 04B - Atlanta, GA  
Jon Dmytryk 75OX - Alpharetta, GA  
Tania Dowdy 08OX 10C – Lithonia, GA

Julie Dunn 13OX 15C – Atlanta, GA  
Tyler Goldberg 14OX 16C - New York, NY  
Jason Graham 92OX 94C - Tucker GA  
Betsy Holter Head 66OX 68C - Covington, GA  
Nafela Hojeij 10OX 12C - Tyrone, GA  
Jennifer E. Hogan 95OX 97C - Avondale Estates, GA  
Rhiannon L. Hubert 05OX 07C - Atlanta, GA  
Jenny Jiang 15OX 17C - Phoenix, AZ  
Steve Kapp 87OX 89C - Covington, GA  
Jennifer Burnham Knight 85OX 87C - Atlanta, GA  
Jennifer Lee 02OX 04C – Alpharetta, GA  
Andrea Levreault 12OX 14C – Atlanta, GA  
Munir M. Meghjani 08OX 10C - Fayetteville, GA  
Libby Millsap Mixon 88OX 90B - Atlanta, GA  
Steven Mixon 87OX 89C - Atlanta, GA  
Phillip Musey 83OX 86C – Stone Mountain, GA  
Gary Praylo 74OX 78B – Atlanta, GA  
Derek Quindry 13OX 15C – Johnson City, TN  
Dan Ragsdale 59OX - Oxford, GA  
Barbara Carter Rivers 65OX - Covington, GA  
Ken C. Royston 65OX 67C 70L - Covington, GA  
Eric Rusiecki 10OX 13C - Athens, GA  
Christopher Ryan 12OX 14C - Atlanta, GA  
Jim Scott 76OX 78C - Savannah, GA  
Stephanie Sears 00OX 02C 14B - Norcross, GA  
Jeffrey Shiau 11OX 13C - Fresh Meadows, NY  
Cleve Shirah 87OX 89C – Decatur, GA  
Jacob Shuster 15OX 17C - Danbury, CT  
Melissa Parrino Sheesley 94OX 96C 99PH - Atlanta, GA  
Michele Sims 84OX 86C - Atlanta, GA  
Dee Bostick Sneed 90OX 92C  
Clay Stone 80OX 82C - Atlanta, GA  
Carey Sullivan, Jr. 85OX 87C - Atlanta GA  
Jacqueline Sutton 14OX 16C – Jacksonville FL  
Betty Tezera 10OX 12B - Marietta, GA  
Alvin Townley 67OX - Roswell, GA  
Isam Vaid 93OX 95C 99PH - Lilburn, GA  
Candace Donaldson Wagner 79OX 81C - Covington, GA  
Will Warren 15OX 17C – Cartersville, GA  
Avis Williams, 78OX 98C 08T - Covington, GA

## **Oxford College Faculty**

### Kenneth L. Anderson

Dean of Academic Affairs, Professor of Philosophy. BA, Bucknell University, 1982; MA, Emory University, 1989, PhD, 1991

### Maria A. Archetto

Associate Professor of Music. BS, Rhode Island College, 1974; MA, Eastman School of Music, University of Rochester, 1979, PhD, 1991

### Susan Youngblood Ashmore

Associate Professor of History. BA, University of Texas at Austin, 1983; MA, University of Virginia, 1989; PhD, Auburn University, 1999

### Evelyn C. Bailey

Associate Professor of Mathematics. BA, Emory University, 1970, MAT, 1973; EdS, Georgia State University, 1975, PhD, 1978

### Steven C. Baker

Professor of Biology. BS, Tennessee Tech University, 1980, MS, 1983; PhD, Southern Illinois University, 1990

### Henry C. Bayerle

Associate Professor of Classics. BA, Brown University, 1989; MA, Indiana University, 1992; PhD, Harvard University, 2004

### Donald M. Beaudette

Visiting Assistant Professor of Political Science. BA, St. John's University, 2005; MA, Queen's University, 2006; PhD, Emory University, 2013

### Stacy A. Bell

Senior Lecturer in English. BA, Warren Wilson College, 1991; MS, Georgia State University, 1994

### Stephen H. Bowen

Dean of the College and William R. Kenan Professor of Biology. BA, DePauw University, 1971; MA, Indiana University, 1973; PhD, Rhodes University, Grahamstown, South Africa, 1976

### Kenneth E. Carter

Professor of Psychology. BA, Emory University, 1989; MA, University of Michigan, 1990, PhD, 1993; MS, Fairleigh Dickinson University, 2007

M. Eloise Brown Carter

Professor of Biology. AB, Wesleyan College, 1972; MS, Emory University, 1978, PhD, 1983

Fang Chen

Associate Professor of Mathematics. BA, Bryn Mawr College, 1994; MS, Yale University, 1998, PhD, 2000

William B. Cody

Professor of Political Science. AB, University of Georgia, 1971, MA, 1973; PhD, New School for Social Research, 1980; JD, University of Georgia, 1986

Camille Cottrell

Associate Professor of Art History. BFA, University of South Carolina, 1978, MA, 1980; PhD, University of Georgia, 2002

Maria E. Davis

Senior Lecturer in Spanish. BA, University of Salamanca, 1997; MA, 2002; PhD, 2002

Patricia Del Ray

Adjunct Assistant Professor of Women's Studies. AB, Manhattanville College, 1965, MA, Columbia University, Teachers College, 1967, EdD, 1970

Alicia Ory DeNicola

Associate Professor of Anthropology. BA, Lewis and Clark College, 1989; MA, Brandeis University, 1998; PhD, Syracuse University, 2004

Tasha Dobbin-Bennett

Assistant Professor of Art History and Studio Art. BBS, Victoria University, New Zealand, 1999; MA, University of Auckland, 2008; MPhil, Yale University, 2011; PhD, Yale University, 2014

Sarah C. Fankhauser

Assistant Professor Biology. BS, Georgia Institute of Technology, 2007; PhD, Harvard University, 2013

Myra Frady

Dean for Resource Planning and Chief Financial Officer; Senior Lecturer in Mathematics. BS, Georgia State University, 1983, MS, 1988

Jeffery A. Galle

Director of the Center for Academic Excellence and Associate Professor of Humanities. BA, Louisiana Tech University, 1977; MA, 1979; PhD, Louisiana State University, 1991

Elizabeth R. Gleim

Visiting Lecturer in Biology. BA, Hollins University, 2006; PhD, University of Georgia, 2013

Kristin Joye Gordon

Adjunct Lecturer in Sociology. BA, Furman University, 1999; MA, Emory University, 2006; PhD, Emory University, 2010

David B. Gowler

The Dr. Lovick Pierce and Bishop George F. Pierce Professor of Religion; Director, The Pierce Institute for Leadership and Community Engagement; Professor, The Center of Ethics (Emory University). BA, University of Illinois, 1981; MDiv, Southern Seminary, 1985, PhD, 1989

Bridgette Wells Gunnels

Lecturer in Spanish. BA, University of Georgia, 1996, MA, 1998; PhD, University of North Carolina-Chapel Hill, 2002

Joshua Hall

Visiting Assistant Professor of Philosophy. BA, Samford University, 2003; MA, Penn State University, 2005; PhD, Vanderbilt University, 2012

Pernilla Hardin

Head Tennis Coach/Instructor in Physical Education. BS, University of North Florida, 1986

Brenda Bacon Harmon

Senior Lecturer in Chemistry. BA, University of Houston-Clear Lake, 1992; MA, Rice University, 1996

Anthony D. Harris

Adjunct Instructor in Physical Education. BSEd, University of North Georgia, 1974. MEd, 1976

Brad K. Hawley

Lecturer in English. BA, Presbyterian College, 1993; MA, Clemson University, 1995; PhD, University of Oregon, 2000

Stephen W. Henderson

Professor of Geology. BS, Indiana University, 1970, AM, 1974; PhD, University of Georgia, 1984

James Honeycutt

Adjunct Lecturer in Astronomy. BS, Georgia State University, 1969, MAT, 1971

Jonathan Hulgan

Assistant Professor of Mathematics. BA, Rhodes College, 2003, BS, 2003; MS, The University of Memphis, 2006, PhD, 2010

Adriane L. Ivey

Associate Professor of English. BA, Presbyterian College, 1992; MA, Clemson University, 1995; PhD, University of Oregon, 2000

Nitya P. Jacob

Associate Professor of Biology. BA, Agnes Scott College, 1995; PhD, The Ohio State University, 2000

Hojin I. Kim

Visiting Assistant Professor of Psychology. BS, Virginia Polytechnic Inst. & State University, 2007; PhD, University of California, LA, 2013

Christina H. Lee

Lecturer in Math. BA, Bryn Mawr College, 2003; MS, Rensselaer Polytechnic Institute, 2008

David W. Leinweber

Associate Professor of History. BA, Spring Arbor College, 1987; MA, Michigan State University, 1989, PhD, 1992

Clark W. Lemons

Professor of English. BA, Oklahoma City University, 1969; MDiv, Union Theological Seminary, 1972; MA, Emory University, 1974, PhD, 1978; MA, St. John's College, 1998

Sharon A. Lewis

Professor of Psychology. BA, St. Mary's College, 1976; MS, University of Georgia, 1981, PhD, 1985

Mirja Lobnik

Visiting Assistant Professor in English. BA, Johannes Gutenberg Universitat, 1997; MA Johannes Gutenberg Universitat, 2000; PhD, Emory University, 2010

Christine Loflin

Associate Professor of English. BA, Bryn Mawr College, 1981; MA, University of Wisconsin at Madison, 1984, PhD, 1989

Frank L. Maddox

Associate Professor of Economics. BS, Georgia Southern University, 1978; MS, University of Georgia, 1981; PhD, Georgia State University, 1992

Jennifer McGee

Assistant Professor of Psychology. BA, George Washington University, 2007; MA Emory University, 2009, PhD, 2014

Margaret T. McGehee

Associate Professor of American Studies. BA, Davidson College, 1997; MA, University of Mississippi, 2000; MA Emory University, 2004, PhD, 2007

Michael M. McQuaide

Professor of Sociology. BA, Florida State University, 1973; MA, Pennsylvania State University, 1976, PhD, 1979

Sung J. Mo

Lecturer in Chemistry. BA, Whitman College, 1999; PhD, Emory University, 2006

Joseph C. Moon

Dean of Campus Life, Adjunct Lecturer in Educational Studies. BA, Furman University, 1976; MEd, University of Georgia, 1978, EdD, 2000

David Morris

Women's Soccer Coach/Instructor in Physical Education. BA, University of Michigan, 1989; MEd, Frostburg State University, 1999

Gregory Moss-Brown

Men's Soccer Coach. BA, Hartwick College, 1986; Msc, Ithaca College, 1991

Joshua Mousie

Assistant Professor of Philosophy. BA, Union University, 2004; MA, Boston College, 2007; PhDc, University of Guelph, 2015

Matthew A. Moyle

Assistant Professor of French. BA, Bemidji State University, 1998; MA, University of Wisconsin-Madison, 2000, PhD, 2008

Eve Mullen

Associate Professor of Religion. BA, Washington and Lee University, 1990; MTh, Harvard University, 1992; MA, Temple University, 1996, PhD, 1999

Annette W. Neuman

Assistant Professor of Chemistry. BS, Davidson College, 2004; PhD, Emory University, 2012

Boris Nikolaev

Assistant Professor of Economics. BS, Manchester College, 2006; MA, University of South Florida, 2008, PhD, 2013

Jasminka Ninkovic

Associate Professor of Economics. BS, University of Belgrade, 1982; MS, 1993, PhD, Emory University, 2007

Ella O' Kelley

Cross Country Coach/Instructor in Physical Education. BS, University of South Carolina, 2000; MBA, American Intercontinental University, 2005

Paul C. Oser

Senior Lecturer in Mathematics and Director, Mathematics Support Center. BS, Georgia Institute of Technology, 1993; MS, University of Akron, 1996

Patricia L. Owen-Smith

Professor of Psychology. AB, University of Georgia, 1969, MA, 1970, PhD, Georgia State University, 1985

Yesim Ozbarlas

Adjunct Lecturer in German. BA, European Business College, 1997; MBA, Charleston Southern University, 1999; MA, Georgia State University, 2005, PhD, 2008

Lloyd R. Parker Jr.

Associate Professor of Chemistry. BA, Berry College, 1972; MS, Emory University, 1974; PhD, University of Houston, 1978

Florian Pohl

Associate Professor of Religion. MA, Temple University, 1998; PhD, 2007. Diplome Theologe, Universitat Hamburg, Hamburg, Germany, 2001

Nichole L. Powell

Associate Professor of Chemistry. BSc, University of the West Indies, Jamaica, West Indies, 1995; PhD, Georgia State University, 2003

Benjamin A. Purkis

Assistant Professor of Mathematics. BA, Amherst College, 2007; MA, University of Colorado, 2010; PhD, 2014

Kevin A. Quarmby

Assistant Professor of English. BA, The Open University, 2000; MA, King's College, University of London, 2001, PhD, 2008

Susan B. Riner

Senior Lecturer in Quantitative Theory and Methods. BA, Georgia State University, 1971, MAT, 1973



Michael K. Rogers

Associate Professor of Mathematics. BA, Reed College, 1985; MA, Columbia University, 1986, MPhil, PhD, 1991

Cecilia Rucker

Instructor in Physical Education. BS, Troy University, 2011; MS, 2013

Conrad Rucker

Adjunct Instructor in Physical Education. BA, Southern University and A&M College, 1978

Reza Saadein

Associate Professor of Chemistry. BS, Shiraz University, 1976, MS, 1978; PhD, Syracuse University, 1984

Brian Schiffbauer

olf Coach/Instructor in Physical Education. BA, Lake Erie College, 2009

Phil N. Segre

Lecturer in Physics. BS, Carnegie-Mellon University, 1985; PhD, University of Maryland, 1993

Effrosyni Seitaridou

Associate Professor of Physics. BA, Smith College, 2002; BE, Dartmouth College, 2002; MS, California Institute of Technology, 2004, PhD, 2008

Deric Shannon

Assistant Professor of Sociology. BA, Ball State University, 2002, MA 2004; PhD, University of Connecticut, 2011

William Shapiro

Professor of Political Science. BA, Brooklyn College, 1968; MA, Cornell University, 1973, PhD, 1978

Aaron J. Stutz

Associate Professor of Anthropology. BA, Harvard University, 1993; MA, University of Michigan, 1999, PhD, 2002

Helena Talaya-Manso

Assistant Professor of Spanish. BA, University Complutense, Madrid, 1988; BA, University of Valencia 1993, MA, 1994, PhD, University of Houston, 2011

LaTonia Taliaferro-Smith

Director of Lab and Lecturer in Biology. BS, Dillard University, 1999; PhD, Howard University, 2004

Erin C. Tarver

Assistant Professor of Philosophy. BA, Palm Beach Atlantic University, 2003; MA, Boston University, 2006; PhD, Vanderbilt University, 2011

Elizabeth Venell

Adjunct Assistant Professor of Film Studies. BA, Northwestern University, 2004; PhD, Emory University, 2012

Katherine Vigilante

Senior Lecturer in Political Science. BA, Emory University, 1992, MA, 2002, PhD, 2010

Theodosia R. Wade

Senior Lecturer in Biology. BS, Presbyterian College, 1976; MACT, Auburn University, 1980

Kathleen B. Wessel

Adjunct Instructor in Physical Education. BA, Emory University, 2003; MFA, Florida State University, 2007

Guibao Yang

Associate Professor of Physical Education. BS, Beijing Institute of Physical Education, 1977; MS, Shenyang Physical Education Institute, 1983; MS, Florida State University, 1993, PhD, 1994

**Faculty Emeriti**

Monica M. Ali

Professor of Chemistry. AB, Emmanuel College, 1963; MS, Georgetown University, 1968, PhD, 1971; BSRPh, University of Georgia, 1991

Andrew L. Autry

Professor of Chemistry. BS, University of Georgia, 1956, MS, 1958

Robert Edward Bailey

Professor of Mathematics. BS, Georgia Southern College, 1970; MEd, Armstrong-Savannah State College, 1975; MS, Georgia State University, 1980, PhD, 1982

William E. Baird

Professor of Physics. BA, Emory University, 1969; MS, Georgia Institute of Technology, 1972, PhD, 1975, MS, 1983

Lucas Carpenter

Charles Howard Candler Professor of English. BS, College of Charleston, 1968; MA, University of North Carolina at Chapel Hill, 1973; PhD, State University of New York at Stony Brook, 1982

Penelope England

Professor of Physical Education and Dance. BSEd, University of Georgia, 1966, MEd, 1969; PhD, Louisiana State University, 1983

Dana Greene

Dean. BA, College of New Rochelle, 1963; MA, Northern Illinois University, 1967; PhD, Emory University, 1971

Martha Judith Greer

Professor of Physical Education and Dance. AB, LaGrange College, 1957; MEd, Auburn University, 1961; EdD, University of Georgia, 1972

Kent B. Linville

Dean of Academic Affairs, Chief Academic Officer, Professor of Philosophy. BA, California State University-Northridge, 1967; PhD, University of California-Santa Barbara, 1972

William P. McKibben

Professor of Mathematics. BS, Georgia Institute of Technology, 1961, MS, 1963, PhD, 1973

Delia Nisbet

Associate Professor of German. MA, Georgia State University, 1987; PhD, Emory University, 1992

Hoyt P. Oliver

Professor of Religion. BA, Emory University, 1956; STB, Boston University, 1962; PhD, Yale University, 1966

Neil S. Penn

Professor of History. AB, West Virginia Wesleyan College, 1954; MA, Duke University, 1958; PhD, Emory, 1973

Gretchen E. Schulz

Professor of Humanities. BA, Wellesley College, 1964; MA, University of Wisconsin, 1965, PhD, 1975

Richard T. Shappell

Professor of Physical Education and Dance. BS, West Chester State College, 1964; MA, Ball State University, 1966; PhD, Florida State University, 1977

Homer F. Sharp Jr.

Professor of Biology. BA, Emory University, 1959; MS, University of Georgia, 1962, PhD, 1970

James M. Warburton

Professor of Spanish. AB, Middlebury College, 1962, MA, 1967; PhD, Emory University, 1973

## Staff

Jill P. Adams, PhD

Assistant Director, Center for  
Academic Excellence

Stephanie Allen

Associate Dean, Finance and Budget

Effrem Bailey

Police Officer

Ulysses Banks

Police Officer

Sarah Bankston

Assistant College Librarian, Teaching  
and Learning

Bernita Banks

Administrative Assistant, Academic  
Services

Mary Barnes

Administrative Assistant,  
Development and Alumni Relations

Regina Barrett

Senior Associate Director, Programs,  
Academic Affairs

Fradantino Barry

Residence Life Coordinator

Catherine Binuya

Assistant Dean of Academic Services

Christopher Bishop

Library Coordinator, Library Systems

Jeffery Brooks

Police Officer

Ben Brown

Computing Support Specialist, Library

Rodger Brunson

Catering Manager, Oxford Dining,  
Bon Appetit

Joy Budensiek

Academic Department Administrator,  
Natural Science and Mathematics

Joe Burgess

Police Officer

Todd Cain

Associate Director of Operations

Tammy Camfield

Senior Director of Alumni Relations

Ellen Campbell

Administrative Assistant, Dean for  
Campus Life

Grant Cartwright

Landscaper

Pamela Cassara

Director, Student Health

Catherine Chastain-Elliott, PhD

Associate Dean, Academic Affairs

Jason Cimo

Operating System  
Analyst/Administration

Jackie Claborn

Receptionist, Student Center

Debra Colbert

Accountant, Financial Services

Yahaira Colon

On-site Manager, Mail and Document Services

Amy Covington

Administrative Assistant/Program Manager, Academic Services

Bonnie Cowan

Senior Financial Aid Assistant

Wendy Crank

Office Manager, Enrollment Services

Dujon Curtis

Assistant Director, Residential Education and Services

Sarah Darden

Senior Admission Advisor

Jonathon DaSo

Library Specialist

Kimberly David

Administrative Coordinator, Library

Nathan DeJong

Applications Developer/Analyst, Sr., Information Technology

Danielle Dockery

Manager, Events

Margaret Dugan

Manager, Auxiliary Operations

Michael Edwards

Police Officer

Ikeda Evans

Administrative Assistant, History and Social Science Division

Mahbuba Ferdousi

Associate Dean, Information Technology

Karla Fields

Manager, Information Technology

Amanda Fischer

Athletic Trainer

Krystal Gathright

Intramural Coordinator

Ruth Geiger

Farm Apprentice

Kristine Gonzalez

Web Developer, Information Technology

Roland Gonzalez

Accounting Assistant, Financial Services

James Gourley

HVAC Mechanic, Physical Plant

Shane Gragg

Residence Life Coordinator, Residential Education and Services

Pernilla Hardin

Head Tennis Coach/Instructor in Physical Education

Sharon Harp

Social Worker II

Becky Harrison

Receptionist, Enrollment Services

Tony Heard

Building Mechanic, Physical Plant

Michele Hempfling

Director, Residential Education and Services

Ami Hernandez

Career Counselor, Counseling and Career Center

Irfa Hirani

Residence Life Coordinator

Ansley Holder

Office Manager, Student Development

Diane Hood

Administrative Assistant, Center for Healthful Living

Jalesia Horton

Library Specialist

Rhiannon Hubert

Assistant Dean and Director of Student Involvement and Leadership

Dawn Jones

Admission Assistant, Senior, Enrollment Services

Allison Kaczinski

Associate Director of Annual Giving

J. Dylan Keene

Admission Advisor

Tony Kimbrell

Director of Development

Stacy Knight

Admission Assistant, Senior, Enrollment Services

Jennifer Knupp

Manager, International Student Services

Monica Lemoine

Administrative Assistant, Residential Education and Services

Kelley Lips

Associate Dean of Enrollment Services

Khatija Long

Director, Human Resources Administration

Janice Ly

Business Operations Specialist, Enrollment Services

Charlie Mathis

Trades Worker, Physical Plant

Kendra Mayfield

Senior Manager, Operations

Brandon Mayo

Desktop Consultant, Senior, Information Technology

Katherine McGuire

Director, Institutional Research

Allison McKelvey

Administrative Assistant, Academic Affairs

Mary Kathryn McNeill

Associate Dean of Library Services

Astrid Mills

Medical Assistant

Nicholas Missler  
Assistant Director of Admissions

Alan Mitchell  
Lead Maintenance Mechanic,  
Physical Plant

Julie Moricle  
Associate Director of Finance

David Morris  
Women's Soccer Coach/Instructor in  
Physical Education

Carol Moser  
Human Resources Assistant, Senior

Gregory Moss-Brown  
Head Men's Soccer Coach

Debbie Mote  
Receptionist, Student Center

Sherie Myers  
Nurse Practitioner, Student Health  
Service

Ellen Neufeld  
Assistant College Librarian, Collection  
Management

Chinyere Nwokah  
Assistant Director, Student Life,  
Community Engagement

Ella O' Kelley  
Cross Country Coach/Instructor in  
Physical Education

Lyn Pace  
Chaplain

Daniel Parson  
Organic Farmer/Educator

Jennifer Patil  
Associate Director, Financial Aid

Raghu Patil  
Manager, Transportation, Risk,  
Sustainability Programs

Louisa Pinto  
Admission Advisor

Eric Porter  
Driver, Campus Life

Rachael Powell  
Senior Facilities Planning Coordinator

Frank Rash  
Operating Systems Analyst,  
Administration

Clayton Ray  
Senior Mechanic, Housing

Natalie Raymond  
Residence Life Coordinator,  
Residential Education and Services

Christine Richardson  
Administrative Assistant,  
International Student Services

Jessica Robinson  
Assistant College Librarian, Finance  
and Operations

Kasey Robinson  
Assistant Director of Student Life,  
New Student Family Programs

Theresa Robinson  
Business Operations Specialist,  
Enrollment Services



Veronica Roman

Assistant Director of Campus Life,  
Student Involvement

Cecilia Rucker

Administrative Coordinator, Center  
for Healthful Living

Sandra Schein, PhD

Director, Counseling and Career  
Services

Brian Schiffbauer

Golf Coach/Instructor in Physical  
Education

Daniel Schmidt

Maintenance Mechanic, Physical  
Plant

Lisa Schrum

Receptionist, Student Center

Charlene Sharp-Parker

Police Officer

Peter Sherrard

Assistant Athletic Director, Facilities

Melissa Shrader

Administrative Assistant, Humanities

Linda Sikes

Administrative Assistant, Student  
Health Service and Counseling and  
Career Services

Nicholas Sinclair

On-Site Service Specialist, Mail and  
Document Services

Matthew Smith

Client Services Rep II, Information  
Technology

Kevin Smyrl

Associate Dean and Director of  
Development and Alumni Relations

Sasha Snyder

Coordinator, Archives and Special  
Collections, Library

Eddie Somerville

Police Officer

Dennis Spruell

Coordinator, Athletic Facilities

Cynthia Stinson

Nurse Practitioner

Brian Stocks

Academic Technology Specialist II

Roderick Stubbs

Director, Athletics and Head  
Basketball Coach

Karen Summers

Executive Administrative Assistant to  
Dean

Stuart Temples

Library Specialist

Seth Tepfer

Manager, Information Technology

Timothy Terry

Athletics/Facilities Assistant

Tennessee Tharpe

Receptionist, Student Center

Stacey Stobaugh Towler

Associate Director, Admissions

Daniel Trammell

Business Analyst II, Enrollment Services

Corbett Tucker

Lead Grounds Keeper, Physical Plant

Susan Vanous

Social Worker II, Student Health Services

Adrienne Vinson

Associate Director of Development

Robert S. Walker

Police Captain/Supervisor

Shannon Walker

Intern (Campus Life)

Wanda Willis

Manager, Oxford Bookstore

Olivia Wise

Admission Advisor

Catherine T. Wooten

Manager, Communications

Jeremy Wright

Painter, Physical Plant

Amanda Yu

Director, Center for Healthful Living

## Index

<b>A</b>		<b>E</b>	
Academic Advisors	6	Economics	37
Academic Appeals	102	Educational Resources	71
Academic Calendar	3	Emory College Courses	98
Academic Divisions	22	Emory University	18
Academic Honors	17	Employments (Students)	84
Academic Load and Credit	6	Engineering	20
Academic Probation	97	English	38
Academic Program	6	English as a Second Language (ESL)	73
Accelerated Degree Programs	78	Environmental Studies	40
Accessibility	6	Ethics and Servant Leadership	37
Accreditation	6	Exclusion	97
Administration	128	Expenses	80
Admission	76	<b>F</b>	
Advanced Placement (AP)	78	Faculty	134
Advising	6	Faculty Emeriti	141
Allied Health Professions	22	FERPA	97
Alpha Epsilon Upsilon	17	Film Studies	41
Alumni Association	132	Final Exams	96
American Studies	26	Financial Assistance	80
Anthropology	26	Financial Information	80
Arabic	28	French	41
Art History	28	Freshman Withdrawal	96
Arts at Oxford	11	Freshman Seminar	11
Astronomy	30	<b>G</b>	
<b>B</b>		Geology	42
Bachelor of Arts	19	German	44
Bachelor of Science	19	Goizueta Business School	20
Biology	31	Grading System	93
Board of Counselors	129	Greek	44
Business	33	<b>H</b>	
Business School	20	Health Services	74
<b>C</b>		History	44
Center for Healthful Living	25	History Division	22
Chemistry	33	Honor Code	118
Chinese	35	Honor List	17
Class Attendance	96	Honor Program	17
Classics	35	Humanities Division	23
Code of Conduct	102	Humanities (courses)	47
Computer Science	36	<b>I</b>	
Counseling and Career Services	74	Incomplete Work	93
Course Descriptions	26	Information Technology	72
Courtesy Scholarship	84	Insurance	74
<b>D</b>		Interdisciplinary Courses	47
Dance	36	International Baccalaureate	79
Degree Requirements	9	Involuntary Withdrawal	99
Dentistry	22	Italian	48
Disability Services	73	<b>L</b>	
Dropping Courses	95	Latin	48
Dual Enrollment	78	Law	22

Libraries	71	Room and Board	80
Loans	80	<b>S</b>	
Lyceum	11	Scholars Program	13
<b>M</b>		Scholarships	81
Mathematics	49	Social Science Division	22
Mathematics Center (tutors)	72	Sociology	65
Medicine	74	Spanish	67
Merit List	17	Staff Directory	144
Mid-semester Deficiencies	95	Student Conduct Procedures	102
Minors	19	Summer School	8
Mission Statement	5	Suspension	102
Motor Vehicles	75	<b>T</b>	
Music	51	Theater Studies	69
<b>N</b>		Theology	22
Natural Science Division	23	Transient Study	79
New Student Orientation	7	Trustees	128
<b>O</b>		Tuition refunds	99
Off-Campus Courses	11	Tuition, Fees	80
Official Transcripts	98	Tutors & Supplemental Instructors	24
OPUS	95	<b>W</b>	
ORAU	76	Ways of Inquiry	10
Overload Procedures	8	Withdrawing from School	98
Oxford College Profile	5	Woodruff School of Nursing	21
Oxford Research Program	12	Women's Gender and Sexuality Studies	70
Oxford Studies	13	Writing Center	72
Oxford Studies (courses)	52		
<b>P</b>			
Parking	75		
Part-time Jobs	84		
Pharmacy	22		
Phi Eta Sigma	18		
Philosophy	52		
Physical Education Division	25		
Physical Education (courses)	53		
Physics	59		
Pierce Institute for Leadership	13		
Plagiarism	118		
Political Science	60		
Pre-professional Programs	22		
Probation	97		
Program of Study	6		
Psychology	62		
<b>Q</b>			
Quality Points	93		
Quantitative Theory & Methods	64		
<b>R</b>			
Readmission	8		
Regulations	92		
Religion	64		
Repetition of Courses	98		
Report of Grades	95		
Residential Education & Services	75		