

Table of Contents

Academic Calendar	2
Oxford College Profile	6
Academic Program	9
Degree Requirements	13
Special Courses and Programs	15
Academic Honors	20
Emory University	21
Academic Divisions at Oxford College	26
Oxford College Course Descriptions	30
Educational Resources	83
Admission	89
Credits Outside of Emory	91
Financial Information	95
Regulations	103
Oxford College Code of Conduct	115
Oxford College Student Honor Code	132
Trustees, Administration, and Faculty	144
Index	172

Academic Calendar 2018–2019

FALL SEMESTER 2018

August

August 29	Wednesday	First Day of Classes
-----------	-----------	----------------------

September

September 3	Monday	Labor Day Holiday
September 5	Wednesday	Schedule Changes End
September 14	Friday	Fall 2018 Degree Application Deadline
September 19	Wednesday	Date of Record for Reporting Enrollment

October

October 8–9	Monday–Tuesday	Fall Break
October 17	Wednesday	Mid-Term Deficiencies Due;
October 19	Friday	Partial Withdrawal Deadline (without penalty)

November

November 5	Monday	Spring Pre-Registration Begins
November 16	Friday	One-Time First-Year Student Withdrawal Deadline
November 21–23	Wednesday–Friday	Thanksgiving Break

December

December 11	Tuesday	Classes End
December 12	Wednesday	Reading Day
December 13–14, 17–19	Thursday–Friday	Final Exams
	Monday–Wednesday	
December 22	Saturday	End of Term/Conferral of Degree

SPRING SEMESTER 2019 (*Subject to Change*)

January

January 14	Monday	Connections Day for Sophomores (Atlanta)
January 15	Tuesday	First Day of Classes
January 21	Monday	MLK Holiday
January 22	Tuesday	Schedule Changes End

February

February 6	Wednesday	Date of Record for Reporting Enrollment
February 8	Friday	Degree Application Deadline

March

March 6	Wednesday	Mid-Term Deficiencies Due
March 8	Friday	Partial Withdrawal Deadline (without penalty)
March 11–15	Monday–Friday	Spring Break

April

April 1	Monday	Fall Pre-Registration Begins
April 5	Friday	One-Time First-Year Student Withdrawal Deadline
April 29	Monday	Classes End
April 30	Tuesday	Reading Day

May

May 1–3, 6–8	Wednesday–Friday Monday–Wednesday	Final Exams
May 11	Saturday	End of Term
May 11	Saturday	Commencement

SUMMER SEMESTER 2019**MAYMESTER**

May 14	Tuesday	First Day of Classes
May 14	Tuesday	End of Drop/Add
May 31	Friday	Last Day of Classes
See Syllabus for Dates		Final Exams

REGULAR SESSION**May**

May 20	Monday	First Day of Classes
May 24	Friday	End of Drop/Add

August

August 7	Wednesday	Last Day of Classes
August 8–9	Thursday–Friday	Final Exams

FIRST SESSION**May**

May 20	Monday	First Day of Classes
May 24	Friday	End of Drop/Add
May 27	Monday	Memorial Day

June

June 26	Wednesday	Last Day of Classes
June 27–28	Thursday–Friday	Final Exams

SECOND SESSION

July

July 1	Monday	First Day of Classes
July 4	Thursday	Independence Day
July 5	Friday	End of Drop/Add
July 5	Friday	Summer Degree Application Deadline

August

August 7	Wednesday	Last Day of Classes
August 8–9	Thursday–Friday	Final Exams
August 9	Friday	End of Summer 2019, Conferral of Degree

FALL SEMESTER 2019 (Subject to Change)

August

August 28	Wednesday	First Day of Classes
-----------	-----------	----------------------

September

September 2	Monday	Labor Day Holiday
September 4	Wednesday	Schedule Change Ends
September 13	Friday	Fall Degree Application Deadline
September 18	Wednesday	Date of Record for Reporting Enrollment

October

October 14–15	Monday–Tuesday	Fall Break
October 16	Wednesday	Mid-Term Deficiencies Due
October 18	Friday	Partial Withdrawal Deadline (w/o penalty)

November

November 4	Monday	Spring Pre-Registration Begins
November 15	Friday	One-Time First-Year Student Withdrawal Deadline
November 27–29	Wednesday–Friday	Thanksgiving Break

December

December 10	Tuesday	Classes End
December 11	Wednesday	Reading Day
December 12–13, 16–18	Thursday–Friday, Monday–Wednesday	Final Exams
December 21	Saturday	End of Term/Conferral of Degree

SPRING SEMESTER 2020 (Subject to Change)**January**

January 14	Tuesday	First Day of Classes
January 20	Monday	MLK Holiday
January 21	Tuesday	Schedule Changes End

February

February 5	Wednesday	Date of Record for Reporting Enrollment
February 7	Friday	Spring Degree Application Deadline

March

March 4	Wednesday	Mid-Term Deficiencies Due
March 6	Friday	Partial Withdrawal Deadline (w/o penalty)
March 9–13	Monday – Friday	Spring Break
March 30	Monday	Fall Pre-Registration Begins

April/May

April 3	Friday	One-Time First-Year Student Withdrawal Deadline
April 27	Monday	Classes End
April 28	Tuesday	Reading Day
April 29–May 1, May 4–May 6	Wednesday–Friday, Monday–Wednesday	Final Exams
May 9	Saturday	End of Term
May 9	Saturday	Commencement

Oxford College Profile

Emory University offers two academically equivalent yet distinctively different educational programs for first-year students 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. Approximately nine hundred students, one fifth of the Emory first-year 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 more 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 twenty-eight), (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 themselves. Oxford students form lifelong 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, Oxford College is accredited by the University Senate of the United Methodist Church.

MISSION STATEMENT

Oxford College provides a challenging liberal arts-intensive program for the first two years of the Emory baccalaureate degree. These years offer unique opportunities for intellectual, personal, and social development, and Oxford College is optimized to seize them. Oxford's students develop a fundamental understanding of how knowledge is created and applied; a broad knowledge of intellectual disciplines; well-honed skills in critical analysis, problem solving, and written and oral communication; and an understanding of the moral dimensions of the individual in a diverse society. They cultivate their capacities for self-authorship, leadership, personal commitment to wellness, and community engagement. This growth is fostered by an exceptionally supportive community in which students know each other, students know their faculty, and the faculty know their students. After completing the Oxford program, students spend their junior and senior years on Emory's Atlanta campus, where they have the resources of one of the world's leading research universities to support work in their majors.

VISION STATEMENT

Oxford College will attract and enroll exceptionally well-qualified student scholars poised to flourish in and significantly contribute to our liberal arts-intensive setting. We will achieve international recognition for our rigorous liberal arts curriculum and intentional programming and for the related scholarship and pedagogical innovation that support this enterprise. We will engage every student in substantial research, leadership, and character-development programs. Our collective efforts will foster a model community of inclusivity, in which we will recognize, nurture, and celebrate diversity in all of its manifestations.

Academic Program

ACADEMIC ADVISERS

Every student is assigned a faculty member who serves as that student's academic adviser. The Advising Support Center attempts, as much as possible, to align assignments based on the student's academic interests as indicated at the time of enrollment. Students meet with their adviser periodically throughout each semester to discuss degree progression, and interests in career options, scholarships, internships, and research opportunities. Adviser signatures are required for registration and other changes to a student's enrollment after registration. Advisers will assist students in their transition from high school to college and in their selection of courses, major, and career. While advisers provide assistance, each student is responsible for knowing and meeting the requirements for graduation explained in this catalog. Students who wish to change advisers should consult the faculty adviser(s) with whom they are interested in establishing the advising relationship. Adviser Change Request Forms are available in the Advising Support Center.

ACADEMIC LOAD AND CREDIT

The standard unit of credit in the semester system is the semester hour. Most courses earn three semester hours of credit, meeting for 150–200 minutes/week. However, physical education classes earn one semester hour of credit and also meets for 150–200 minutes/week. Laboratories for science courses meet an additional three hours per week.

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 event will take place the day before spring classes begin on January 14, 2019. 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 16 hours per semester (five 3-hour courses and one physical education). Students may not take fewer than 12 hours nor more than *22 hours, plus physical education in any one semester. 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. Spe-

cial permission is required from the student's academic adviser and the Advising Support Center to overload to register for more than 19 hours. See overload procedures for details.

CRITERIA FOR OVERLOADING (ENROLLING IN MORE THAN 19 HOURS PER SEMESTER)

In order to request permission 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 to overload must receive special permission by completing the request for overload form with their academic adviser and submitting it to the Advising Support Center.

OVERLOAD PROCEDURES

Students must receive special permission from the Advising Support Center and their respective academic adviser in order to take more than 19 semester hours. First-year students must complete at least one semester at Oxford College and have a cumulative GPA of 3.0 or higher. Sophomores in their fourth term before graduation must have a cumulative GPA of 2.0 or higher. Students may be granted an overload up to a total of 22 semester credit hours. Students with outstanding incomplete course grades may not overload in credits in subsequent semesters. Requests for overload permission are received during open enrollment within the first five days of the start of a semester term.

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.

READMISSION

To request permission 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 Advising Support Center or online at 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 Health Care Provider Statement(s) from each provider confirming medical clearance (if applicable) are due on or before the following dates: October 15 for spring semester, April 15 for Summer School on the Atlanta campus, and April 15 for fall semester.

Students applying for readmission after academic exclusion at the end of their last term at Oxford must additionally submit a petition outlining their plan for successful degree completion to the associate dean for academic affairs along with the Readmissions Application request.

Students applying for readmission after medical withdrawal must provide up-to-date documentation of medical clearance, and confirmation of arrangements for on-going treatment if necessary, on the Health Care Provider Statement. Each provider must submit a separate Health Care Provider Statement; this may include staff from Oxford's Student Health Services. Readmission following withdrawal for medical reasons requires clearance by designated university health officials.

Readmission to Oxford College is not guaranteed. All readmission applications are evaluated 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 and abide by the expectations of the institution as responsible members of the Oxford College community. Applicants for readmission must be clear of all financial obligations to the institution, and, if applicable, have addressed any Honors Code violations and/or Conduct Code issues.

All readmission application materials and supporting documents must be sent to the Advising Support Center, Oxford College of Emory University, 118 Few Circle, Seney Hall Suite #103, Oxford, GA 30054 or sent electronically to oxadvising@emory.edu.

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 adviser. Summer enrollment requires permission of your academic adviser and approval of your registration schedule. Information regarding Summer programs, including session dates, class schedule links, and pre-registration permission forms can be found on the Oxford College Office of the Registrar website.

COURSES OF STUDY

Oxford students who complete a minimum of sixty-six (66) hours: (sixty-four (64) academic hours and two (2) 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.

Degree Requirements

Oxford students who complete the degree requirements, plus elective courses for a total of sixty-six (66) semester hours (sixty-four (64) academic hours plus two (2) PE hours), and do so with a 2.0 or higher cumulative GPA are eligible to enter Emory College as juniors. Students who complete their degrees from Oxford are awarded an associate of arts (AA) degree and are eligible to participate in a special commencement ceremony before continuing on to the Atlanta campus. Students must complete their Oxford AA degree in order to progress to Emory College as juniors.

GENERAL EDUCATION PROGRAM REQUIREMENTS

First-Year Writing Requirement

Students must satisfactorily complete English 185 during the first year of their enrollment at Oxford College. The requirement can be met with English 185: Critical Reading and Writing or with English 186: Critical Reading and Writing for Multilingual Students. Students may be eligible to exempt the First-Year Writing Requirement with appropriate 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. Continued writing courses are designated with a W after the course catalog number in the class schedule and in OPUS.

Distribution Requirements

Students must complete three of the five different academic areas listed below plus physical education requirements. All students are required to 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 (3) Ways of Inquiry (INQ) courses, representing any two of the five different academic areas. INQ courses are designated with a Q after the course catalog number in the class schedule and in OPUS.

Mathematics and Quantitative Reasoning (MQR)

To fulfill this area, students must complete at least one course that carries the TAG designation MQR.

Science, Nature, Technology (SNT)

To fulfill this area, students must complete at least two courses that carry the TAG designation 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 that carry the TAG designation 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 that carry the TAG designation 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 that carry the TAG designation PED/PPF. Students are required to take one physical education class in their first year and one in their sophomore year.

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 three-credit hour courses are available, depending upon the discipline. Faculty members direct the arts programs. Opportunities are open to all students regardless of potential major or whether or not they are enrolled in arts classes. Our students perform in plays, perform in and choreograph dances, sing in the Oxford 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.

LEARNING TO LEAD

Learning to Lead aims to give first-year students an introductory look at the process of leadership as they begin their career at Oxford College. The course revolves around three questions: What is leadership? What is good leadership? What do good leaders do? Starting with an overview of

historical perspectives of leadership, students will then navigate through case studies of great leaders, demonstrating how leadership theory can be applied to action. The final portion of the course will allow students to introspectively approach their own leadership by examining their own values and strengths in the context of the Oxford community. All sections of this course are co-taught by a current sophomore student and a faculty or staff member.

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. This 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.

TRAVEL COURSES

Oxford College Global Learning makes courses with travel components available to a wide variety of students. Travel component courses are scheduled during the fall or spring semesters and involve a combination of on-campus and off-campus study. The off-campus travel component for these courses typically occurs between fall and spring semesters, during spring break, or shortly after commencement in May.

As part of its commitment to experiential learning, Oxford has prioritized expanding the range of travel courses that it offers. Travel component courses are scheduled during the fall, spring, or summer semesters and involve a combination of on-campus and off-campus study. The off-campus travel component for these courses may occur between fall and spring semesters, during spring break, or shortly after commencement in May.

Enrollment in travel courses requires faculty approval. The faculty who lead these courses set criteria for students' enrollment that reflect the background needed to benefit from the travel experience and any relevant safety considerations. Students are charged an additional fee to cover the expenses of travel. Because Oxford offers financial aid during fall and spring semesters, students who qualify for financial aid will receive additional aid to assist with the travel cost for fall and spring travel.

OXFORD RESEARCH SCHOLARS PROGRAM

The Oxford Research Scholars program offers selected students the opportunity to work directly with faculty members for a full academic year on disciplinary research projects or projects related to the scholarship of teaching and learning. Faculty members in the humanities, social sciences, natural 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 anticancer 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 disciplines 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 other undergraduate research programs after graduating from Oxford.

The Oxford Research Scholars program reflects Oxford College's recognition of the educational benefits that are achieved by involving first-year 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 first-year students as Oxford Scholars. Oxford Scholars include Robert W. Woodruff Scholars, Dean's Scholars, and Faculty Scholars (see Academic Scholarships), 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, 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.

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, music, theater, film, and dance events and by writing critiques of events. Oxford Studies supports the college's mission by promoting engagement with liberal arts issues of shared interest. It is offered every semester and may be repeated for credit.

PIERCE PROGRAM IN RELIGION

The Pierce Program in Religion began in 1976 with a 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.

- **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, which includes the Chaplain's Lecture Series, brings to campus a number of distinguished lecturers in religious studies, ethics, and related disciplines.
- **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.

- **Global Connections:** Sponsored by the Pierce Program in Religion and housed in the Office of Religious and Spiritual Life, 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 Dr. Lovick Pierce and Bishop George F. Pierce Chair of Religion**
David B. Gowler: David B. Gowler is the Dr. Lovick Pierce and Bishop George F. Pierce Chair of Religion; and a senior faculty fellow, the Center for Ethics, Emory University.

RELIGIOUS AND SPIRITUAL LIFE AT OXFORD COLLEGE

The chaplain is a resource for all members of the college community and an advocate for the religious and spiritual life groups on campus. Programs and counseling services offered through the chaplain's office support students during their time at Oxford.

Respect for all religious and spiritual traditions is important at Oxford. All are welcome here, whether or not they are part of a religious, spiritual, or faith tradition. While here, students have the opportunity to participate in service, social, and religious programs sponsored by the chaplain's office, the Interfaith Council, and the ten chartered religious and spiritual life groups at the college. Throughout the year, many events celebrate a variety of faith traditions and their holidays.

The resources of the chaplain's office are available to all members of the college community. For more information, visit the website at: oxford.emory.edu/rsi

- **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. For more information, please contact Rev. Lyn Pace, college chaplain, at 770.784.8392 or ppace@emory.edu.

Academic Honors

HONOR LIST

The honor list is composed of full-time students (twelve or more hours) earning a cumulative average of 3.5 or better.

MERIT LIST

The merit list is composed of full-time students (twelve or more hours) who achieved an 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 16 semester hours) or at least 3.50 after two semesters (at least 32 semester hours), or 3.33 after three semesters (at least 48, but not more than 60, 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 first-year students of higher learning. In order to be eligible for induction into Phi Eta Sigma in the spring, first-year students 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 James T. Laney School of Graduate Studies; 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 Institute for 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; 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 Centers for Disease Control and Prevention; and the following hospitals: Grady Memorial, Children's Healthcare of Atlanta, 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 mathematics and statistics, applied physics, biology, chemistry, computer science, engineering science, environmental sciences, mathematics, mathematics and computer science, neuroscience and behavioral biology, physics, physics and astronomy, physics for life sciences; quantitative sciences

Minors

African American studies; African studies; American studies; anthropology; architectural studies; art history; Asian studies; astronomy; biophysics; 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; earth and atmospheric sciences and sustainability sciences; 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 US, 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 BS from Georgia

Tech. Oxford College students interested in the engineering dual degree program should review the information on the Emory College website and speak with the Oxford College engineering specialist advisers and the Office for Undergraduate Education Advising Office.

ROBERTO C. GOIZUETA BUSINESS SCHOOL

Oxford College students may apply to the Bachelor of Business Administration (BBA) program in their last semester at Oxford. All applicants must complete the requirements for the Associates (AA) degree from Oxford to be eligible for admission to the BBA program.

Admission is based on successful completion of pre-requisite coursework, academic achievement, and diverse extracurricular involvement. An application is required and includes an essay and letters of recommendation. Applications to start in Spring 2019 must be received by September 24, 2018. To start in Fall 2019, applications for admission must be received by February 11, 2019. Application deadlines for the following year may change slightly but will remain in late September and early February.

The BBA program would like students to demonstrate their ability to effectively manage a full course load (at least four or five graded, 3–5 credit hour courses per semester). Therefore, it is imperative that students interested in the program not under load during their time at Oxford.

Admission to the BBA program is holistic. There is no minimum GPA cutoff requirement in order to be considered. In addition to reviewing grades, the Admissions Committee considers the types and number of classes a student has taken, the trend in their GPA, involvement on campus, and any extenuating circumstances that may have impacted these factors. Over the past five years, the admission rate has fallen significantly (between 76 to 95 percent).

Students seeking admission should contact Jessica Lowy, Director of BBA Admission, to learn more about the program. She can be reached at 404.727.2713 or at 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. Oxford College students are encouraged to participate in these on-campus sessions to review their progress towards application to the BBA program. Additional information regarding the BBA curriculum and admission are available on the pre-BBA information site at bus.emory.edu/prebba.

Before enrolling at Goizueta, Oxford students must complete:

- ECON 101—Microeconomics and ECON 112—Macroeconomics (AP

- or IB credit can satisfy these requirements)
- MATH 111—Calculus I (AP Calculus credit satisfies the math requirement)
- MATH 117—Introduction to Probability and Statistics or MATH 207—Probability and Statistics (AP Statistics credit can satisfy this requirement)
- BUS 210—Financial Accounting
- Continued Writing course

Academic Tips:

- If you take MATH 111 and 112, you may take MATH 207 (Probability and Statistics) instead of MATH 117. The business school will accept either MATH 207 or MATH 117 as satisfying the statistics pre-requisite.
- If a student has IB Higher Level Economics credit, this satisfies the entire Economics prerequisite for the BBA Program, 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. They are seeking students who demonstrate resilience in the face of challenges, which includes working through difficult and unfamiliar coursework. Students considering withdrawing from a course are encouraged to contact Jessica Lowy first to determine the potential impact regarding BBA admission.
- Students should not repeat a course if they are disappointed with their grade. The Business School wants to see how students perform in response to new coursework, so the best course of action is to move forward to other coursework.
- For the Continued Writing course, the Business School prefers that students take a class that is taught in the English language (vs. a foreign language) and in a non-quantitative subject area.

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 apply.nursing.emory.edu/apply. The completed application packet includes a complete application form and a completed prerequisite form.

Visit for more details, nursing.emory.edu/admission-and-aid/bsn-programs/emory-oxford.html, 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 prerequisites for the BSN program include 60 semester hours or 90 quarter hours of college course credit. Students may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time the student plans to begin the nursing program. These prerequisite courses must be completed:

- Mathematics / Quantitative Reasoning (MQR): 4 hours
MATH 117 or MATH 111 or QTM 100
- Science / Nature / Technology (SNT) with laboratory: 16 hours
BIOL 121 (with laboratory)
BIOL 122 (with laboratory)
BIOL 141 or BIOL 120 or BIOL 155 (with laboratory)
CHEM 150 (with laboratory)
- Social Sciences (HSC): 4 hours
- PSYC 205

Other tagged academic courses will be counted as electives to reach 60 semester hours (required for nursing admission) or 64 semester hours (required for graduation from Oxford College). Total number of academic credit hours (60 or 64) does NOT include PED hours. Please visit the above web link for details.

Students should contact their faculty adviser 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 (PED) course requirements. Information about these specific requirements related to the Oxford College General Education Program can be found at 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 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 adviser to plan a program of study at Oxford College.

Academic Divisions at Oxford College

HISTORY AND SOCIAL SCIENCES

Professors Ashmore, Bagwell, Carter, K., Lewis, Owen-Smith, and Shapiro; Associate Professors DeNicola, Leinweber, Ninkovic, Shannon, and Yang; Assistant Professors Beaudette, Goss, Ham, McGee, Olson, and Romano; and 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 result of critical thought rather than simple acculturation. This is the foundation for the disciplines of the division, which also provide the academic basis for a variety of professional and vocational options.

HUMANITIES

Professors Anderson and Gowler; Associate Professors Archetto, Bayerle, Cottrell, Ivey, Loflin, McGehee, Moyle, Mullen, Pohl, and Tarver; Assistant Professors Dobbin-Bennett, El Younssi, Fesette, Gunnels, Mousie, Palomino, Reid, and Resha; Professor of Pedagogy Bell; Senior Lecturer Davis; Lecturers Hawley and Tarazona

The Division of Humanities offers introductory and upper-level courses in American studies, art, film, foreign language, Latin American and Caribbean studies, literature, music, philosophy, and religion. The division encourages students to evaluate and appreciate our literary, artistic, philosophical, and religious heritage. English 185 / English 186 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 their First-Year Writing Requirement during the first year of their enrollment at Oxford College. The requirement can be met with English 185: Critical Reading and Writing or with English 186: Critical Reading and Writing for Multilingual Students. Stu-

dents may be eligible to exempt the First-Year Writing Requirement with appropriate Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit.

NATURAL SCIENCE AND MATHEMATICS

Professors Baker, Carter, Jacob; Associate Professors Chen, Parker, Powell, Rogers, Saadein, and Seitaridou; Assistant Professors Fankhauser, Hage, Hulgan, McLean, Neuman, Nkomo, Osburn, Purkis and Scharf; Professors of Pedagogy Harmon; Senior Lecturer Oser; Lecturers Das, Lee, Martin, Mo, Segre, and Taliaferro-Smith.

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

Placement recommendation into any science course, excluding chemistry, is contingent on student profile (courses completed, standardized testing). Placement recommendation into any chemistry course is contingent on successful completion of an online placement module. 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. Entering students earn credit toward the MQR mathematics requirement through some Advanced Placement (AP) or International Baccalaureate (IB) tests. As a general rule, students may earn credit through AP or IB, or by completing the comparable Oxford course, but not both. If credit is earned through AP or IB, then lower level courses in the sequence Mathematics 100/110/111/112 may not be taken for credit. Specifics are as follows:

AP Exam or Course Equivalents:

We will accept a score of 4 or 5 on the AP Statistics exam. It is counted as general transfer credit (credit applied toward graduation, but will not be considered a course equivalent and will not fulfill any major program requirements in Emory College).

We will accept a score of 4 or 5 on the AP BC Calc exam, and it is counted as Math 111/112.

We will accept a score of 4 or 5 on the AO AB Calc exam, and it is counted as Math 111/112.

IB Exam and Course Equivalents:

We will accept a 5, 6, or 7 on the HL Math IB exam, and it is counted as Math 111 credit.

Notes: (1) What Emory College accepts to fulfill major program requirements is subject to change. Please consult the appropriate. (2) AP Statistics credit currently counts for one of the Goizuetta admission prerequisites. AP Statistics does not satisfy the MQR tagged area requirement, but it will transfer as elective credit according with general AP policy.

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 Mathematics Center in the afternoons to help students with homework. The mathematics department provides student tutors for Math 100, 110, 111, 112, and 117Q.

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

Supplemental Instruction (SI) leaders assist students in studying for historically difficult courses. SI leaders are students who have successfully completed the course for which they lead supplemental instruction. Each SI leader attends the class to 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 and attendance is not reported to the professor. For additional information and updated SI schedules please visit the Oxford website on Supplemental Instruction.

PHYSICAL EDUCATION

Introduction of Center for Healthful Living

The Center for Healthful Living (the CHL) under the leadership of Director Amanda Yu-Nguyen 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

Lecturer/Academic Coordinator Mary C. Rucker; Instructor/Head Men's Soccer Coach Gregory Moss-Brown; Instructor/Head Men and Women's Tennis Coach Pernilla Hardin; Instructor/Head Men's and Women's Golf Coach Molly McNamara; Instructor/Head Women's Soccer Coach Tina Gallagher; Instructor/Head Men's and Women's Cross Country Coach Ella O'Kelley; Instructor/Dance Coordinator Alejandro Abarca.

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.

Physical activities for physical education classes may include vigorous movement. Students who have a medical condition that prevents them from fully participating in a physical education class, please contact the Office of Accessibility Services (OAS). 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 three 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 electronic 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 and Spring. Credit, three 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.

AMERICAN STUDIES 320—UNDERSTANDING COMMUNITY: OXFORD ENCOUNTERING OXFORD (HAP)

Fall. Credit, three hours. A critical exploration of “community” where students formulate their own ideas about community, identify structures of belonging in communities, and develop deeper understandings of communities to which they are connected. Prerequisite: permission of instructor: students must submit a written statement (paragraph) explaining their previous experience with the subject matter and interest in the course.

AMST 385R—SPECIAL TOPICS: AMERICAN STUDIES (HAP OR HSC, DEPENDING ON TOPIC/INSTRUCTOR)

On Demand. Credit, three hours. Seminar or lecture series for advanced students in selected topics of American studies. May be repeated for credit when topic varies. Prerequisite: minimum of one course, determined by instructor; permission of instructor.

AMST 397R—INDEPENDENT STUDY

Fall, Spring. Credit, one to four hours. Prerequisite: By consent of instructor only. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements.

ANTHROPOLOGY

ANTHROPOLOGY 101—INTRODUCTION TO ANTHROPOLOGY (HSC)

Fall, Spring. Credit, three 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, three hours. Prerequisite: permission of instructor is required; it is open to all sophomores. First-year students 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, three 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, three hours. 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, three 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 205—FOUNDATION IN GLOBAL HEALTH (HSC)

Fall. Credit, three hours. An introduction to the overall field of global health, its history, methods, and key principle with case studies illustrating the burden of disease in nations with strikingly different political-economic contexts. (Cross listed with Hlth. 250)

ANTHROPOLOGY 265—ANTHROPOLOGY OF GENDER (HSC)

Fall (alternate years). Credit, three 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 the 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, three hours. 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, three hours. 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 352—GLOBALIZATION AND TRANSNATIONAL CULTURES (HSC)

Spring (alternate years). Credit, three hours. No prerequisite. 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, three 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, one to 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. Credit, one to four hours. 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. First in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication skills in formal and spoken Arabic.

ARABIC 102—ELEMENTARY ARABIC II (HAL)

Spring. Credit, five hours. Prerequisite: Arabic 101 or permission of instructor. Second in a series of courses that develop reading, speaking, listening writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

ARABIC 201—INTERMEDIATE ARABIC I (HAL)

Fall. Credit, four hours. Prerequisites: Arabic 102 or permission of instructor. Third in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

ARABIC 202—INTERMEDIATE ARABIC II (HAL)

Spring. Credit, four hours. Prerequisites: Arabic 201 or permission of instructor. Fourth in a series of courses that develop reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication in formal and spoken Arabic.

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 itself. The student will draw from various subject matters and explore a variety of media, techniques, and concepts. Students will demonstrate an under-

standing 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 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 110—INTRODUCTORY PAPERMAKING STUDIO (HAP)

On Demand. Credit, four hours. Students will explore different avenues in the creation of paper, and follow the historical development of paper from a skilled craft to an elevated art form.

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 213—ART HISTORY: ANCIENT EGYPT ART AND ARCHITECTURE 5000-1550 BCE (HAP)

On Demand. Credit, three hours. This course examines the art and architecture of ancient Egypt from the development of rock art and pottery (5000 BCE) through the end of the second intermediate period (1500 BCE). Prerequisite: Art History 101 or Art History 102. Students enrolled in this course will need a strong foundation in art history to succeed.

ART 214—ANCIENT EGYPT ART 1550—30 BCE (HAP)

On Demand. Credit, three hours. This course examines the art and architecture of ancient Egypt from the New Kingdom (1550 BCE) through to the eventual conquest by Rome (30 BCE). Prerequisites: Art History 101 or Art History 102. 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, three 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 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.

ASTRONOMY**ASTRONOMY 116—INTRODUCTORY ASTRONOMY WITH LABORATORY (SNT)**

Fall, Spring. Credit, four hours. Prerequisites: high school chemistry and Math100 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, three 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. Three 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 135—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. Three 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 141—CELL BIOLOGY AND GENETICS WITH LABORATORY (SNT)

Fall, Spring. Credit, five hours. No prerequisites; first-year placement required for entering fall semester. The study of cell structure and function including cellular metabolism, fundamentals of genetics, evolution and population genetics. Emphasizes scientific inquiry. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 142—ADVANCED TOPICS IN GENETICS AND MOLECULAR BIOLOGY WITH LABORATORY (SNT)

Fall, Spring. Credit, five hours. Prerequisite: Biology 141. Genetic mechanisms in bacteria, viruses, and eukaryotes including transmission of DNA, regulation of gene expression, gene interaction, mutations, and cancer. Emphasizes research questions, techniques, and applications. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 155—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, films, and literature—will be examined. This course does not count toward the biology major. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 235—FIELD BOTANY WITH LABORATORY (SNT)

Spring. Credit, four hours. Prerequisite: One biology course or ENVS 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. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 242—ZOOLOGY: ANIMAL DIVERSITY AND PHYSIOLOGY (SNT)

Fall or Spring. Credit, five hours. Prerequisites: Biology 141 or permission of instructor. Morphology, 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. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 245—FRESHWATER ECOLOGY WITH LABORATORY (SNT)

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

BIOLOGY 340R—INDEPENDENT RESEARCH AND DISCOVERY IN BIOLOGY (SNT W/ LAB)

Fall, Spring. Credit, four hours. Student will engage in the process of scientific investigation, working in collaborative teams to design, conduct, and analyze experiments and to gain expertise in a variety of laboratory instrumentation, techniques, skills, and procedures. The course is an integrated class with laboratory where research topics will vary each semester. Prerequisite/Co-requisite: Biology 142 or Biology 242 and permission of the instructor. All prerequisite classes and laboratories must be completed with a grade of B or higher.

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—CHEMISTRY IN SOCIETY (SNT)

TBA. Credit, four hours. The application of chemical principles and associated lab techniques in addressing societal challenges. This course emphasizes the use of scientific inquiry and includes an introduction to scientific problem solving and communication. Students meet for three hours of lecture/discussion and three hours of laboratory per week. This course is designed primarily for non-science majors. Chemistry 100 is not open to students who have credit for Chemistry 150.

CHEMISTRY 120—SELECTED TOPICS IN CHEMISTRY WITH LABORATORY (SNT)

TBA. Credit, four hours. Survey of organic chemistry and its utility in the health sciences; may also cover biochemistry and/or natural products. Designed for non-science majors. Three hours of lecture and three hours of lab per week.

CHEMISTRY 150—STRUCTURE AND PROPERTIES (SNT)

Fall, Spring. Credit, Three hours. Co-requisite: Chemistry 150L. This course will build a strong foundation in atomic and molecular structure. Students will interpret experimental data to explain structure, properties, and relationships. Mandatory chemistry 150 Online Placement Module (OCCP) must be completed prior to enrollment in class. Students who withdraw from the lecture must withdraw from the co-requisite laboratory course.

CHEMISTRY 150L—STRUCTURE AND PROPERTIES LAB (SNTL)

Fall, Spring. Credit, Two hours. Co-requisite: Chemistry 150. This course focuses on experimental practices including experimental design, accuracy and precision, data collection and analysis, and the use of evidence to make conclusions. Experiments will connect structure to properties of matter. Students who withdraw from the laboratory course must withdraw from the co-requisite lecture course.

CHEMISTRY 160—FORENSIC CHEMISTRY WITH LABORATORY (SNT)

(TBA). 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 202—PRINCIPLES OF REACTIVITY (SNT)

Fall, Spring. Credit, Three hours. Pre-requisites; Chemistry 150 and 150L; Co-requisite: Chemistry 202L. This course provides a basic understanding of the kinetics and thermodynamics associated with reactions, how these are related to the structures of reactants and products and the pathways between them, and how reactivity can be controlled through choices of reacting molecules and conditions. Students who withdrew from the lecture must withdraw from the co-requisite laboratory course.

CHEMISTRY 202L—PRINCIPLES AND REACTIVITY LAB (SNTL)

Fall, Spring. Credit, Two hours. Prerequisite: Chemistry 150 and 150L; Co-requisite: chemistry 202. Students will learn several methods for separating and identifying small molecule organic reactants and products. They will make qualitative determinations based on quantitative data and investigate kinetics and thermodynamics associated with reactions. Students who withdraw from the laboratory course must withdraw from the co-requisite lecture course.

CHEMISTRY 203—ADVANCED REACTIVITY (SNT)

Fall, Spring. Credit, Three hours. Prerequisite: Chemistry 202 and 202L; Co-requisite: Chemistry 203L. This course will focus on the chemistry of organic and organometallic compounds; specifically, how the molecular orbital theory can be used to predict structure and properties. The course covers kinetics, mechanisms, and catalysis. Students who withdraw from the lecture must withdraw from the co-requisite laboratory course.

CHEMISTRY 203L—ADVANCED REACTIVITY LAB (SNTL)

Fall, Spring, Credit, Two hours. Prerequisite: Chemistry 202 and 202L; Co-requisite: Chemistry 203. Students will be exposed to the practical aspects of working with small molecules, both organic and inorganic. Students will learn to synthesize compounds and analyze their characteristic properties such as structure, function, size distribution, and purity. Students who withdraw from the laboratory course must withdraw from the co-requisite lecture course.

CHEMISTRY 204—MACROMOLECULES (SNT)

Fall, Spring. Credit, three hours. Prerequisite: Chemistry 203 and 203L; Co-requisite: Chemistry 204L. The relationship between sequence, structure, and function of macromolecules. The course will progress from exploring these themes in the context of synthesis, characterization, and utility of simple organic polymers to understanding the properties of com-

plex, chemically diverse biomolecules. Students who withdraw from the lecture must withdraw from the co-requisite laboratory course.

CHEMISTRY 204L—MACROMOLECULES LAB (SNTL)

Fall, Spring. Credit, Two hours. Prerequisite: Chemistry 203 and 203L; co-requisite: Chemistry 204. The relationship between sequence, structure, and function of macromolecules focusing on the practical aspects of macromolecular synthesis, structural and functional characterization, and degradation. Students who withdraw from the laboratory course must withdraw from the co-requisite lecture course.

CHEMISTRY 205—LIGHT AND MATTER (SNT)

Spring. Credit. Three hours. Prerequisite: Chemistry 203 and 203L and Mathematics 111; Co-requisite: Chemistry 205L. Chem 205 will address the origins of electronic orbitals and the quantized energy states associated with molecular motions. How light causes transitions between energy levels will be central to our discussion, illuminating topics from spectroscopy to the Earth's climate and solar energy conversion. Student who withdraw from the lecture must withdraw from the co-requisite laboratory course.

CHEMISTRY 150L—LIGHT AND MATTER LAB (SNTL)

Spring. Credit, Two hours. Prerequisite: Chemistry 203 and 203L and Mathematics 111; Co-requisite: Chemistry 205. Chem 205L will connect your understanding of the interaction of light and matter to the determination of molecular structure through spectroscopic methods. Student will assign atomic/molecular spectra and analyze results to determine critical properties of the compound using rigorous math on real molecules. Students who withdraw from the laboratory course must withdraw from the co-requisite lecture course.

CHEMISTRY 260—QUANTITATIVE ANALYTICAL CHEMISTRY WITH LABORATORY (SNT)

TBA. Credit, four hours. Prerequisite: Chemistry 202/202L or score of 5 on the Chemistry AP exam 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. This course does not count towards the chemistry major. Three hours of lecture and one three-hour laboratory per week.

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, five 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 five 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, five 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, five 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.

CHINESE 397R—DIRECTED STUDY

On Demand. Credit, one to four. For students who wish to pursue additional work in the Chinese language and culture under the direction of a faculty member. This course does not satisfy distribution requirements in Humanities, Arts, and Language. Prerequisite: By consent of instructor.

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, three 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. Credit, one-four hours. Prerequisite: Permission of Instructor. Supervised readings in classics.

COMPUTER SCIENCE

COMPUTER SCIENCE 170—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)

Fall. Credit, three hours. Prerequisite: Prerequisite: Permission of instructor. 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 224—MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE (MQR)

On demand. Credit, three hours. Prerequisite: CS 170. Corequisite: Math 112. This course introduces elementary mathematics necessary for the computer science curriculum. Topics include proof-writing, sets, functions, logic, quantifiers, graphs, automata, languages, and asymptotic notation.

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.

DISCOVERY SEMINAR

DSC 101—DISCOVERY SEMINAR (CHECK CLASS SCHEDULE FOR TAG)

Fall. Credit, four hours. Introduces students to ways of knowing and producing knowledge within a field of study. Emphasizes inquiry and development of critical thinking and research abilities through exploration of a specific topic.

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, Spring, multiple sections. Credit, three 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, three 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. Credit, three 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.

ECON 220—INTRODUCTION TO STATISTICAL METHODS (MQR)

Spring. Credit, four hours. Prerequisite: Economics 101 and Math 111. Economics 101 gives basic preparation in terms of economic concepts and Math 111 provides tools for better understanding of probability distributions. This course will examine methods of collection, presentation, and analysis of economic data; measures of central tendency and dispersion, probability, estimation, and hypothesis testing will be at the center of discussions; regression analysis will be introduced (time permitting).

ECONOMICS 231—INTRODUCTION TO GLOBAL TRADE AND FINANCE (HSC)

Fall, Credit, three 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 302—DEVELOPMENT OF ECONOMIC THOUGHT (HSC)

Spring. Credit: three hours. Pre-requisites: Economics 101 and 112. This course discusses the development of economic doctrine and analysis from before capitalism to the modern period. Reading and discussion of historical texts are used to inform current economic debates.

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 185—CRITICAL READING AND WRITING

Fall, Spring. Credit, three 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 satisfies the First-Year Writing requirements.

ENGLISH 186—CRITICAL READING AND WRITING FOR MULTILINGUAL STUDENTS

Fall. Credit, three 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 satisfies the First-Year Writing requirements.

ENG 202—WRITING CENTER PRACTICUM

Fall, Spring. Credit, one hour. Designed as a companion to first semester experience as a Writing Center tutor. Course includes reflection on tutoring experiences and practice in tutoring strategies. Included will be the history of writing centers, theoretical and pedagogical readings, and performing writing center research. Permission required prior to enrollment.

ENGLISH 205—POETRY (HAP)

Fall, Spring. Credit, three 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, three 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, three 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)

ENG 220—RHETORICAL STUDIES (HAP)

Spring. Credit, three hours. Introduction to rhetoric and rhetorical analysis. Students will apply the rhetorical traditions of Ancient Greece and Rome to their own writing and speaking. Attention to the ethics of rhetorical practice. Prerequisite: First Year Writing requirement.

ENGLISH 250—SURVEY OF AMERICAN LITERATURE: BEGINNINGS TO 1865 (HSC)

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

ENGLISH 270—INTRODUCTION TO CREATIVE WRITING (HAP)

Spring. Credit, three 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 271—INTRODUCTION TO POETRY WRITING (HAP)

Spring. Credit, four hours. Introductory workshop in poetry writing. Counts as a prerequisite for 300-level Creative Writing workshops but not for Advanced Fiction, Advanced Poetry, or Advanced Playwriting. May not be repeated for credit.

ENGLISH 311—SHAKESPEARE (HAP)

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

ENGLISH 330—ROMANTICISM (HAP)

Fall. Credit, three 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, three 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, three 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, three 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, three 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 378R—SCREENWRITING (HAP)

Fall. Credit, four hours. A writing-intensive course in the construction and formatting of screenplays, which also broaches various aspects of preproduction planning.

ENG 380—TOPICS IN WRITING, RHETORIC, AND LITERACY (HAP OR HSC)

Fall, Spring. Credit, three hours. Select topics or practice in rhetoric, writing, and literacy. Possible topics include writing for specific purposes, rhetorical theory, and digital literacies. May be repeated for credit when topic varies. Prerequisite: First Year Writing requirement.

ENGLISH 381R—TOPICS IN WOMEN'S LITERATURE (HAP)

Spring. Credit, one to 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 384R—CRITICISM (HAP)

Fall (alternate years). Credit, three 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, one to four hours. Individual literary topics and problems vary. May be repeated for credit when topic changes.

ENGLISH 399R—INDEPENDENT STUDY

Fall, Spring. Credit, one to four hours. 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 SCIENCE AND GEOLOGY**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. Labs focus on investigating local ecosystems and will be primarily spent outdoors and involves light to moderate physical activity. This course does not fulfill requirements for the biology major. Four hours of lecture and one three-hour laboratory per week.

ENVS 222—EVOLUTION OF THE EARTH WITH LABORATORY (SNT)

Spring (alternate years). Credit, four hours. History of the earth in the context of changing environments through time. Special emphasis on the methods of analysis, environments of deposition, and organic change as seen through fossils. Four hours of lecture and one three-hour laboratory per week. Fulfills Intermediate earth science and upper-level lab course requirements for ENVS majors.

ENVS 230—FUNDAMENTALS OF 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.

ENVS 385R—SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE (SNT)

Spring. Credit, four hours. Variable topics in environmental science to be offered as irregular courses.

FILM

FILM 107: FILM, VIDEO AND PHOTOGRAPHY I

Spring. Credit, four hours. Creative as well as technical problems in these related media are examined; techniques in using cameras, projectors, and video editing equipment.

FILM 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 299R: DIRECTED RESEARCH

On demand. Credit, one-four hours. Prerequisite: By consent of instructor only. A supervised project in an area of study to be determined by the instructor and student. Requires faculty approval. Only four credit hours can be applied toward fulfillment of the major.

FILM 373R—SPECIAL TOPICS IN FILM (HAP OR HSC, DEPENDING ON THE TOPIC)

On demand. Credit, one to 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. This course does not count toward the creative writing major.

FILM 378R—SCREENWRITING (HAP)

Every other year. Credit, four hours. A writing-intensive course in the construction and formatting of screenplays, which also broaches various aspects of preproduction planning.

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, three 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 342—STUDIES IN THE CLASSICAL PERIOD (HAL)

Spring (alternate years). Credit, three 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, three 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 388R—TOPICS IN FRENCH LITERATURE AND CULTURE (HAL)

Spring. Credit, variable: one to four hours. Course in selected topics of French studies. May be repeated for credit with different topics. Prerequisite: vary according to topic.

FRENCH 397R—INDIVIDUAL DIRECTED RESEARCH

On demand. Credit, one 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 ENV5 majors.

GEOLOGY 250—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 ENV5 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 ENV5 majors.

GEOLOGY 220N—MODERN AND ANCIENT TROPICAL ENVIRONMENTS (SNT)

Off-campus course. Interim. Credit, four hours. Prerequisite: 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 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 ENV5 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 (HAP)

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

GRAD COURSE

GRAD 700R—UNIVERSITY SEMINAR (HSC)

On Demand. Credit, three hours. University Course Seminar—participants from across the university community will discuss and study how narrative is vital for understanding disability, supporting rehabilitation, and increasing accessibility and social connectedness.

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.

HUMAN HEALTH

HEALTH 250—FOUNDATIONS IN GLOBAL HEALTH (HSC)

Fall. Credit, three hours. An introduction to the overall field of global health, its history, methods, and key principle with case studies illustrating the burden of disease in nations with strikingly different political-economic contexts. (Cross listed with Anth. 205)

HISTORY

HISTORY 101—HISTORY OF WESTERN CIVILIZATION I (HSC)

Fall, Spring. On demand. Credit, three 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, three 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 231—THE FOUNDATIONS OF AMERICAN SOCIETY: BEGINNINGS TO 1877 (HSC)

Fall. Credit, three hours. Considers the development of American society from tentative beginnings to the Civil War. Special emphasis is given to certain critical periods including colonialism and the Atlantic World, the American Revolution, slavery and the sectional crisis, and the Civil War.

HISTORY 232—THE MAKING OF MODERN AMERICA: UNITED STATES SINCE 1877 (HSC)

Spring. Credit, three 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 power and how diverse components of the American population have interacted in American society.

HISTORY 244—AMERICAN CIVIL RIGHTS HISTORY (HSC)

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

HISTORY 309—THE REVOLUTIONARY ERA: 1789–1848 (HSC)

Fall (alternate years). On demand. Credit, three 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, three 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, three 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, three hours. The Christian church in the West from the Apostolic Age to the Reformation, with emphasis on the interaction of church and society.

HISTORY 337—ORAL HISTORY: ENGAGING WITH LIVE SUBJECTS (HSC)

Alternate years. Credit, three hours. An introduction to oral history as an historical method. Topics include the historical antecedents and usage of oral history, the meaning of oral traditions for the study of history, the ethics of developing oral history projects and approaches, and the technique of creating an oral history project suitable for retention in Oxford College library archives as part of the Oxford Oral History Project.

HISTORY 345—THE UNITED STATES SINCE 1945 (HSC)

Alternate years. Credit, three hours. An examination of modern America as a legacy of the New Deal and World War II. Topics include the development of the Cold War and its evolution cross presidential administrations; American culture and its critics; and American foreign policy including the Vietnam War and post-9/11 wars in Afghanistan and Iraq.

HISTORY 349—THE NEW SOUTH: FROM CIVIL WAR TO CIVIL RIGHTS (HSC)

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

HISTORY 357—THE UNITED STATES IN THE 1960S (HSC)

Alternate years. Credit, three 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 as part of the Cold War, the Civil Rights Movement, student activism, the Counter-culture, Second-Wave feminism, the New Left, and rise of conservatism.

HISTORY 385R—SPECIAL TOPICS IN HISTORY

TBA. Credit, one to four hours. Prerequisites: minimum of one history course and permission of both instructor and chair of the History and So-

cial Sciences Division. Seminar and/or advanced course in selected history topics. May be repeated for credit when topic varies.

HISTORY 397R—DIRECTED STUDY

TBA. Credit, one to four hours. 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.

INTERNSHIP**INTER 496R—ACADEMIC INTERNSHIP PROGRAM**

Spring, Summer off Campus. Credit, one hour. The Academic Internship program is an opportunity for students to earn one hour of academic credit. This one-credit hour will appear on the transcript to count towards the hours needed to graduate from Oxford College.

INTERDISCIPLINARY STUDIES

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

**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.

LACS—LATIN AMERICAN AND CARRIBBEAN STUDIES

LACS 101—INTRODUCTION TO LATIN AMERICAN STUDIES (HSC)

Fall, Spring. Credit, three hours. An interdisciplinary introduction to Latin America and the Caribbean and to the LACS program at Oxford College. The course provides historical background and familiarizes students with contemporary political, social, economic, and cultural issues.

LACS 261 / HIST 261 / MUSC 261—LATIN AMERICAN MUSIC AND GLOBALIZATION (HSC)

Spring. Credit, three hours. Latin American and Caribbean societies' process of globalization from the perspective of their musical practices, from colonial to present times, and the circulation of music across national and cultural boundaries, within and beyond this region. Intended to students pursuing majors, minors, and concentrations in Latin American and Caribbean Studies, History, and Music.

LACS 262 / HIST 262—PROGRESS IN LATIN AMERICA (HAP)

Spring. Credit, three hours. Prerequisite: Any course in History, Philosophy or Anthropology is recommended. The goal of "progress," the concept of "development," and the elaboration of the "future" in Latin America since the times of the Iberian reformism in the 18th Century to the 20th-century and current debates. The course deals with the problem of "historical time" and of conceptualizing the entire region, and serves students pursuing majors, minors, and concentrations in Latin American and Caribbean Studies, History, and Social Sciences.

LACS 270—TOPICS: LATIN AMERICAN ISSUES (HSC)

Fall, Spring. Credit, three hours. An exact match of the LACS Topics course at ECAS, offering pilot courses on particular topics that may develop into stand-alone courses.

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, three 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, three hours. Prerequisite: Latin 201 or equivalent. Selected readings in the poetry of Virgil 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. This is a repeatable course.

LEARNING TO LEAD**LTL 101—LEARNING TO LEAD**

Fall. Credit, one hour. Through a combination of discussion, lecture, and hands-on activities, this course gives first-year students an introductory look into selected leadership theories and their application at Oxford College.

LTL 200—TEACHING TO LEAD

Fall. Credit, one hour. Teaching to Lead aims to foster reflective practice by encouraging PALs to apply what they have learned to their work in facilitating Learning to Lead and reflecting on the experience. Pre-requisite: Peer Assistant Leaders only. Must have taken and passed Learning to Lead in their first semester. Permission only.

LINGUISTICS**LINGUISTICS 101—HISTORY OF THE AMERICAN LANGUAGES (HSC)**

Fall, Spring. Credit, three hours. An historical examination of the various languages and dialects used in American society and the development of an American identity through language use and language policy.

LINGUISTICS 201—FOUNDATIONS OF LINGUISTICS (HSC)

On Demand. Credit, four hours. This course introduces students to the foundations of linguistics, including syntax, phonology, morphology, orthography, language acquisition, language processing, neurolinguistics, and sociolinguistics.

LINGUISTICS 340—TOPICS IN SOCIOLINGUISTICS (HSC)

On Demand. Credit, four hours. This course offers an overview of sociolinguistics, the study of how linguistic forms and use vary along social, geographic, temporal, and situational variables. Topics may include language variation, multilingualism, language change, identity, and language policy/planning. (Cross listed with Anth. 340)

LINGUISTICS 360—THE ENGLISH LANGUAGE (HSC)

On Demand. Credit, four hours. Students learn the grammatical structures of the English language and how those structures have been used differently depending on time, register and dialect. (Cross listed with Eng. 360)

MATHEMATICS**MATHEMATICS 100—INTRODUCTION TO COLLEGE MATHEMATICS**

Fall, Spring. Credit, three 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 transcendental functions (Trigonometric, logarithmic, and exponential functions).

MATHEMATICS 109—GRAPH THEORY AND MATH MODELS (MQR)

When schedules allow. Credit, three hours. Students have the opportunity to confront and solve problems related to graph theory.

MATHEMATICS 110—MATH 110 TRANSITION TO CALCULUS (MQR)

Fall, Spring. Credit, three 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, three 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 117—INTRODUCTION TO PROBABILITY AND STATISTICS (MQR)

Fall, Spring. Credit, three hours. Basic concepts in counting, probability, hypothesis testing, linear regression and correlation, ANOVA, plus several nonparametric models. Statistical analysis using both R and Excel will also be addressed. Calculator is required. Has a one-hour lab.

MATHEMATICS 120—INTRODUCTION TO PURE MATHEMATICS (MQR)

When schedules allow. Credit, three 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 123—THE ORIGINS OF MATHEMATICS (MQR)

When schedules allow. Credit, three hours. A survey of mathematical history, with a focus on student discovery of mathematical techniques. Covers ancient Egypt, Babylonia, Greece, and China, as well as more modern developments.

MATHEMATICS 125—CODES AND CONNECTIONS: AN INTRODUCTION TO NUMBER THEORY (MQR)

When schedule allows. Credit, three 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 207—PROBABILITY AND STATISTICS (MQR)

When schedules allow. Credit, three 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, three 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, three 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, three 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 connec-

tions 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 is based on linear algebra and computation. Has a one-hour lab.

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, three 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, three 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, three 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)

Fall or Spring. 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 200—ANCIENT GREEK AND MEDIEVAL PHILOSOPHY (HSC)

TBA. 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 AND MODERN PHILOSOPHY (HSC)

TBA. 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)

TBA. Credit, four hours. No prerequisites but this class is more suitable for sophomores or students who have taken English 185. This course will introduce principal figures and topics in nineteenth- and twentieth-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.

PHIL 317—ENVIRONMENTAL ETHICS (HAP)

Every other year. Credit, four hours. This course considers advanced topics in environmental ethics. Prerequisite: One course in philosophy.

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 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, and 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 133—TOTAL WELLNESS LIFESTYLE (PPF)

Fall, Spring. Credit, One hour. This course focuses on three components in achieving a total wellness lifestyle. The first is the mind. The second component is the body. The third component is the spirit. Students are encouraged to develop physical skills that also enhance the student's psychological and emotional well-being.

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 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 bas-

ketball 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 AND 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 148—THROWBACK CHILDHOOD GAMES (PED)

Fall, Spring. Credit, one hour. This course is designed to provide students with an introduction to "childhood games" where "Free Play" remains at the core of the majority of games/activities played. During Free Play, equipment and rules, other than those to set boundaries are limited, creating an environment that is stress-free, fun and highly creative. This class will develop and maintain cardiovascular and aerobic fitness as well as developing a healthy and sustainable physical and active lifestyle.

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 161—VARSITY SPORT—MEN'S SOCCER (PED)

Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the men's soccer team. Permission Only.

PHYSICAL EDUCATION 162—VARSITY SPORT—WOMEN'S SOCCER (PED)

Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the women's soccer team. Permission only.

PHYSICAL EDUCATION 163 – VARSITY SPORT—MEN’S TENNIS (PED)

Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the men’s tennis team. Permission only.

PHYSICAL EDUCATION 164—VARSITY SPORT—WOMEN’S TENNIS (PED)

Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the women’s tennis team. Permission only.

PHYSICAL EDUCATION 165—VARSITY SPORT—MEN’S BASKETBALL (PED)

Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the men’s basketball team. Permission only.

PHYSICAL EDUCATION 166—VARSITY SPORT—MEN’S CROSS COUNTRY (PED)

Spring. Credit, one hour. For athletes participating and meeting the requirements to earn credit with the men’s cross country team. Permission only.

PHYSICAL EDUCATION 167—VARSITY SPORT—WOMEN’S CROSS COUNTRY (PED)

Spring. Credit, one hour. For athletes participating and meeting the requirements to earn credit with the women’s cross country team. Permission only.

PHYSICAL EDUCATION 168—VARSITY SPORT—MEN’S GOLF (PED)

Spring. Credit, one hour. For athletes participating and meeting the requirements to earn credit with the men’s golf team. Permission only.

PHYSICAL EDUCATION 169—VARSITY SPORT—WOMEN’S GOLF (PED)

Spring. Credit, one hour. For athletes participating and meeting the requirements to earn credit with the women’s golf team. Permission only.

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. Three 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. Three 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. Three 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. Three hours of lecture and one three-hour laboratory per week.

PHYSICS 212—COMPUTATIONAL MODELING FOR SCIENTISTS AND ENGINEERS WITH LAB

(Crossed listed as Biology 212)

Spring. Credit, four hours. Computation is one of the pillars of modern science, in addition to experiment and theory. In this course, various computational modeling methods are introduced to study specific examples derived from physical, biological, chemical, and social systems. Three 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. Three hours of lecture and one three-hour laboratory per week.

PHYSICS 380R—SPECIAL TOPICS IN PHYSICS

On demand. Credit, one to four hours. Prerequisite: permission of instructor.

PHYSICS 397R—DIRECTED STUDY

On demand. Credit, one to four hours. Prerequisite: at least one course in physics and permission of instructor.

PHYSICS 399R—UNDERGRADUATE RESEARCH

On demand. Credit, one to four hours. 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 (HSC)

Fall. Credit, three hours. Prerequisite/Co-requisite: Political Science 101. 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 101—INTRODUCTION TO POLITICS (HSC)

Fall, Spring. Credit, three 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)

Fall. Credit, three 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. Credit, three 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.

POLS 200—INTERMEDIATE NATIONAL POLITICS OF THE US (HSC)

Spring. Credit, three hours. This is the second course in American government. The course moves analysis of American politics from the examination of individual institutions and mass political behavior to the analysis of how the public, elected officials, and political institutions interact to govern and make public policy. We do this to understand how our system actually works and evaluate how our democratic system is performing. Prerequisite: Political Science 100; Pre or Co-requisite Pols 101Q.

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.

POLS 210—INTERMEDIATE INTERNATIONAL POLITICS (HSC)

Spring. Credit, three hours. This is an advanced survey of current research and topics in international relations. This course will continue to introduce students to topics of inquiry and methods in the field of international relations. Prerequisite: POLS 110; Co-Requisite/Prerequisite POLS 101Q.

POLS 220—INTERMEDIATE COMPARATIVE POLITICS

Spring. Credit, three hours. This intermediate course in comparative politics examines two core challenges of democratic and autocratic governance—how power is constructed and maintained, and how public policy is constructed and implemented. Prerequisite: Pols 120; Co-Requisite/Prerequisite: Pols 101Q.

POLS 208—RESEARCH DESIGN METHODS (HSC)

Spring. Credit, three hours. This course provides an introduction to the theory and method of contemporary political analysis. You will learn how to conduct research in political science as a social scientist by practicing the ways of inquiry used by most political scientists. This practice includes: how to formulate research questions and subsequent hypotheses, how to design a research plan, determining what methodologies are appropriate, and employing strategies and techniques for collecting data. POLS 208 is mandatory for majors in political science or international studies at Emory University. The department strongly encourages all students to take this course during their first two years to prepare themselves for upper-level coursework. Prerequisite: QTM 100 and POLS 101Q.

POLITICAL SCIENCE 303—AMERICAN POLITICAL THOUGHT TO 1912 (HSC)

Spring. Credit, three 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, three 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, three 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 use 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. TBA. Credit, three hours. Prerequisite: Political Science 101; and Political Science 100 or permission of instructor. Basic principles of the United States Constitution and powers of the national and state governments, examined through US Supreme Court decisions and secondary works.

POLITICAL SCIENCE 353—CIVIL LIBERTIES (HSC)

Spring. Credit, three 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 354—CRIMINAL JUSTICE (HSC)

Fall. Credit, three hours. Prerequisites: Political Science 101Q, 100 suggested. Examination of the various stages of the criminal justice process in the United States and the constitutional rights accorded to the criminally accused.

POLITICAL SCIENCE 385R—SPECIAL TOPICS IN POLITICAL SCIENCE

TBA. Credit, one to 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. Credit, one to four hours. 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 AND COGNITION (SNT)**

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

PSYCHOLOGY 200—LABORATORY IN EXPERIMENTAL METHODS (HSC)

Spring. Credit, four hours. Introduction to basic methods and design of psychological research in the areas of learning, memory, sensation, perception, personality, and social processes. Laboratory exercises and fundamentals of scientific writing are emphasized. Prerequisites: Psychology 110 or 111 and QTM 100.

PSYCHOLOGY 205—CHILD DEVELOPMENT (HSC)

Fall, Spring. Credit, three hours. (TPSL) 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, three hours. Prerequisite: Psychology 110 or Psychology 111. Descriptions of, explanations for, and treatment of the major adult psychological disorders.

PSYCHOLOGY 211—CHILDHOOD PSYCHOPATHOLOGY (HSC)

On Demand. Credit, three hours. Description, classification, causal factors, and treatment approaches related to abnormal behavior in children and adolescents. Prerequisites: Psychology 110 or 111 or 205.

PSYCHOLOGY 222—NEUROSCIENCE AND BEHAVIORAL BIOLOGY 222Q/ CLINICAL NEUROSCIENCE (SNT)

Fall. Credit, three 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)

Fall. Credit, four hours (TPSL). 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 311—ADOLESCENT PSYCHOLOGY (HSC)

On Demand. Credit, four hours. (TPSL) Theories and research concerned with biological, cognitive, emotional, and social development during adolescence and with the contexts in which adolescent development occurs.

PSYCHOLOGY 312—PSYCHOLOGICAL CONCEPTIONS OF GIFTEDNESS (HSC)

Fall. Credit, four hours (TPSL). 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.

PSYCH 323—DRUGS AND BEHAVIOR (SNT)

Every other year. Credit, three hours. No prerequisites. A review of the behavioral and neurobiological actions of all the major psychoactive drugs, focusing on how drugs alter behavior by influencing brain mechanisms.

PSYCHOLOGY 330—PERSONALITY THEORIES (HSC)

Spring. Credit, four hours (TPSL). No prerequisites. Examination of the major personality theories as well as the research that informs the theories.

PSYCHOLOGY 360—FOUNDATIONS OF LEADERSHIP

Spring. Credit, three 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. Credit, one to four hours. 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. Credit, one to four hours. 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 AND 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, and regression. 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, three 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, three 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, three 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)

Every two years/Fall—Alternate years. Credit, three 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)

Every two years/Spring— Alternate years. Credit, three 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, three 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 305—INTRODUCTION TO BUDDHISM (HSC)

Fall, every other year. Credit, three hours. Introduction to practices, doctrines, literature, and institutions of Buddhism, with particular focus on contemplative practices, ethics, and methods of philosophical investigation, narrative traditions, and transformation of Buddhism across cultures.

RELIGION 314—ISLAM (HSC)

Spring (alternate years). Credit, three hours. 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, three 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, three 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, three 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 (CHECK CLASS SCHEDULE FOR TAG)

TBA. Credit, one to 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, one to 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.

RELIGION 397R—DIRECTED STUDY

On Demand. Credit, one to four. Prerequisite: One course in religion and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in humanities.

SOCIOLOGY**SOCIOLOGY 101—INTRODUCTION TO SOCIOLOGY (HSC)**

Fall, Spring. Credit, three 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 221—CULTURE AND SOCIETY (HSC)

On Demand. Credit, three hours. Introduction to the sociology of culture. Examines relationships between values, beliefs, and symbols, as well as the institutional structure of society. Attention to art, media, religion, and ideology. Prerequisite: Sociology 101. Students should be familiar with basic sociological concepts.

SOCIOLOGY 230—SOCIOLOGICAL ASPECTS OF HEALTH AND ILLNESS (HSC)

Spring, TBA. Credit, three 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, three 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. 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, three 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 255—GLOBAL POLITICAL ECONOMY AND SUSTAINABILITY (HSC)

Spring. Credit, four hours. Basic concepts in sociological political economy and sustainability with an emphasis on historical context in western industrialized countries. Prerequisite: By consent of instructor only.

SOCIOLOGY 389R—SPECIAL TOPICS IN SOCIOLOGY

TBA. Credit, three 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

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.

SPANISH 201—INTERMEDIATE SPANISH I (HAL)

Fall. Credit, three 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.

SPANISH 202—INTERMEDIATE SPANISH II (HAL)

Spring. Credit, three 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. This course may be taught by Oxford faculty in summer session in Spain.

SPANISH 212—INTRODUCTION TO HISPANIC TEXTS/CONTEXTS (HAL)

Fall. Credit, three 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. This course may be taught by Oxford faculty in summer session in Spain.

SPANISH 300—INTRODUCTION TO HISPANIC CULTURAL THEORY (HAL)

Fall, Spring. Credit, three hours. Prerequisite: Spanish 212, placement or by permission of instructor. This is a foundational course required for the major and minor. A course in 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 302—MODERN HISPANIC TEXTS AND CONTEXTS (HAL)

On Demand. Credit, three hours. A survey course in Spanish and Spanish American culture from the eighteenth century to the present. Thematic and covers all genres. Prerequisite: Foundational Course—requires placement or successful completion of Spanish 212 (can be taken concurrently).

SPANISH 311—HISPANIC NARRATIVE

On demand. Credit, three hours. Introduction and theoretical overview of Hispanic narrative.

SPANISH 312—THEATRE, FILM, AND PERFORMANCE ARTS

On demand. Credit, three hours. An introduction to theatre, film, and performance theory in the Hispanic context. Course is delivered in Spanish.

SPANISH 318—ADVANCED WRITING IN SPANISH (HALW)

Spring. Credit, three 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 376R—DIRECTED RESEARCH IN SPANISH

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

SPANISH 385—SPECIAL TOPICS IN LANGUAGE AND CULTURE (HAL)

Spring (on demand). Credit, three hours. Prerequisite: Placement into FC or 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 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.

THEATER STUDIES 389R—SPECIAL TOPICS IN THEATER (HAP)

On Demand. Credit, three hours. Individual courses designed to introduce students to special topics in theater.

WOMEN'S, GENDER, AND SEXUALITY STUDIES

WOMEN'S, GENDER, AND SEXUALITY STUDIES 200—INTRODUCTION TO WOMEN'S STUDIES (HSC)

Fall, Spring. Credit, three 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 202—GENDER, RACE AND SEXUALITY (HSC)

Fall. Credit, three 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 285/ANTH 265—ANTHROPOLOGY OF GENDER (HSC)

Fall. Credit, three to four hours. 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 difference in gender, there is incredible diversity in the ways that they do so. In this course, we explore the ways that people from different times and different communities imagine, practice, experience, challenge, and impose ideas of gender and sexuality. Created for cross-listing with Anthropology 265.

WOMEN'S, GENDER, AND SEXUALITY STUDIES 300—FEMINIST THEORY (HSC)

Fall. Credit, three hours. No prerequisite. This course will explore feminist theory by tracing how feminist ideas have circulated through different methods, approaches, and perspectives. It may include a range of global and transnational perspectives.

WOMEN'S, GENDER, AND SEXUALITY STUDIES 305—PSYCHOLOGY OF GENDER (HSC)

Spring. Credit, four hours. No prerequisite. 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, one to four hours. Individual topics and problems in Women's, Gender, and Sexuality Studies vary. May be repeated for credit when topic changes.

Educational Resources

LIBRARIES

Oxford Library and Academic Commons

The Oxford Library and Academic Commons offers a powerful combination of traditional and digital resources, student-centered spaces, and a personal commitment to excellent service. As the social and academic hub of the Oxford College campus, the library is dedicated to the achievement and success of our students, faculty, and staff. Within an inclusive and supportive environment, the library provides agile services, information literacy instruction, learning and research opportunities, and preservation of Emory's history for Oxford College as a part of the larger university. The library maintains a commitment to the following 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 and services:

- Library staff that may be reached by phone, email, text message, or instant message for assistance.
- Full access to the extensive print and electronic resources of all the Emory University Libraries, including 4 million print and electronic volumes, 100,000 electronic journals, and internationally renowned special collections.
- Items requested from any of the Atlanta Emory libraries are delivered directly to the Oxford campus.
- Interlibrary Loan request system—get resources you need if they are not available at any Emory libraries.
- Check out MacBooks and iPads, and a variety of A/V equipment, including phone chargers, data projectors, cameras, and tripods.
- Technology-rich group study spaces that may be reserved online.

More information about the Oxford library can be found on our website, oxford.library.emory.edu

INFORMATION TECHNOLOGY FACILITIES

Oxford College Information Technology (OCIT) views information technology as central to both living and learning experiences to students. Technology makes learning more interactive at Oxford via classrooms equipped with multimedia equipment and software.

GETTING HELP

In Person: Student Technology Support; Humanities HotSpot (Monday through Friday, noon to 5:00 p.m.). Online: Open an AskIT ticket
Call: 404.727.7777 (available 24x7)

COURSES, GRADES, BILL INFORMATION

Online Pathway for University Services (OPUS) is where you register for courses, view progress toward graduation requirements (Degree Audit), check grades, bills and control parental access.

INTERNET

Campus WiFi offers fast reliable and secure internet service across the entire campus, including the Quad and all residence hall rooms, which are also equipped with cable TV connections. A separate network provides wireless connectivity for game consoles, e-Readers, internet TVs, Roku, Apple TVs, and other consumer devices.

FREE SOFTWARE

While at Oxford, you may download and install MS Office Suite (including Word, Excel, PowerPoint, and OneNote) onto five different devices. Antivirus software, required for connectivity, is provided.

PRINTING

Print stations called EaglePrint are available at Humanities Hotspot, Oxford Library, and at residence halls. \$0.08 per black/white sheet and 0.50 per colored sheet are charged to your EagleDollars account. Wireless printers are not permitted in the residence halls.

ONLINE VIDEO TRAINING

Provided by Emory University – learn software, business, and creative skills on your laptop, tablet or mobile device from Lynda.com.

CLOUD STORAGE

All students receive 1 TB of cloud storage via email. Upload and save documents, pictures and videos. An additional 100 GB of cloud space is available on Emory Box.

ACADEMIC TECHNOLOGY SERVICES

The Academic Technology team aligns the robust technology needs of the students, faculty, and staff with the academic mission of the College. We support students through our work with faculty. Systems and services we support include campus and classroom audio/visual solutions, Canvas course design, virtual reality, and the gaming center in the Humanities Hotspot.

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 their peers with critical thinking, structure, organization, style, grammar, and citation mechanics. The Writing Center is located in Pierce Hall and is open twenty-five to thirty hours a week. For current hours and announcements, please visit the website at oxford.emory.edu/academics/centers-institutes-programs/writing-center/.

MATHEMATICS CENTER

The Mathematics Center offers help and support for all math classes taught at Oxford College. One-on-one tutoring from both faculty and student tutors is available Mondays through Thursdays in the afternoon (see the website referred to below for specific times).

Tutoring can be done either by appointment or on a drop-in basis. 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 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. SI is designed to help any student, not just the students who are not doing well in the class. On average, evidence supports that regularly attending SI sessions can increase a student's grade by a half to a full letter grade. For further information, refer to the website at inside.oxford.emory.edu/academics/student-services/supplemental-instruction/.

OFFICE OF ACCESSIBILITY SERVICES (OAS)

Office of Accessibility Services (OAS) 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, OAS 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 have to offer. Please visit our website for more information at accessibility.emory.edu/index.html.

STUDENT HEALTH SERVICE

Student Health Service (SHS) provides high quality healthcare from a staff of nationally certified and experienced nurse practitioners. Students may schedule appointments for evaluation and treatment of their primary healthcare needs or concerns. Students commonly visit SHS for acute respiratory infections, dermatologic problems, minor injuries, sexual health care, sports physicals and provision of health/wellness information. Referrals to the college medical advisor or other physician specialists are made when situations necessitate further medical evaluation and treatment. Students do not pay for office visits to SHS 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.

To obtain more information about SHS, please visit our webpage, found under Life On Campus, or call 770.784.8376.

REQUIRED HEALTH FORMS

SHS provides access to all the mandatory forms and documents through the Oxford Campus Patient Portal, which can be found on students OPUS home page.

HEALTH INSURANCE

Students are required to have health insurance. Under this requirement, students are automatically enrolled in the Aetna Emory Student Health Insurance plan. Students do have the option to waive out of the plan by providing documentation that their personal plan meets the criteria set by Emory. Students must successfully complete the waiver process online via their OPUS account, or they will be automatically enrolled and charged through the Student Financial Office. The waiver process must be done online via OPUS each year.

COUNSELING AND CAREER SERVICES

Counseling and Career Services (CCS) offers a range of services that promote personal, interpersonal, vocational, and professional development of Oxford College students. As a whole, CCS engages students in developing insights and skills for application to the many dimensions of their lives.

We facilitate students' exploration and discovery of their identities and aspirations, guiding them to use the various resources available to them. Whether we invite reflection, offer empathy and support, help create opportunities for discernment, or guide their navigation of barriers and challenges, our aim is to enhance their academic experience and overall growth toward lifelong flourishing.

Our career services help students explore the many dimensions of career and life planning. This includes guiding students through discovery of their values and interests and help them in life-planning choices such as deciding a major, choosing a suitable career, or even finding an internship. We also provide help related to writing or revising resumes and cover letters.

Our licensed mental health providers offer free and confidential services including individual counseling, psychiatric evaluation, medication management, and crisis intervention. Our counselors help students address a range of student development and mental health concerns, attending to and respecting the many culturally informed perspectives and experiences reflected in our diverse student body.

All CCS services are free and confidential. For additional information, please refer to the CCS website at inside.oxford.emory.edu/life-at-oxford/counseling-and-career-services/ or call the office during business hours at 770.784.8394.

RESIDENTIAL EDUCATION AND SERVICES

Residential Education and Services (RES) contributes 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 and 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

If you plan to bring a vehicle to Oxford College, fall and/or spring semesters 2018–2019 and have not already registered your vehicle, you should do so at this site: oxford.emory.edu/parking.

It is recommended that you register as soon as possible because parking permits are issued on a first-come, first-serve basis. The cost to register your vehicle for the school year is \$125.00 per semester. The parking permit fee will be billed to your student account as part of the pre-term registration bill. Students must register their vehicle prior to June 15, 2018, for the fall semester to avoid an additional \$25.00 late fee. If you plan to keep your vehicle on campus for both fall and spring semesters, you should register for both fall and spring semesters when registering. If for any reason, you determine that you no longer need a vehicle permit after obtaining one you can have a prorated credit provided to your student account after returning your parking hang tag permit to the Financial Services Office located on the first floor of Seney Hall. Questions about billing or refund credits should be directed to 770.784.4767.

Student parking permits will be available for new students during First-Year Student Orientation inside the library. Returning students that register for a parking permit will be contacted by email about where to pick up their parking permit once they arrive on campus.

Admission

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 accepts the Common Application or Coalition Application. You may find the link to these applications at apply.emory.edu.

APPLICATION PROCEDURE

Application Fee

A nonrefundable processing fee of \$75 must accompany each completed application.

Admission Plans

There are three options for admission plans under which one can 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 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 1 (Fall term). Notification: April 1

Students who select Regular Decision for Oxford College may also select to apply Regular Decision for Emory College.

Oxford Scholars Program

Deadline: November 15. Notification: Mid-February

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. Applicants may apply only for the fall semester and students are limited to ONE class per academic semester.

Admission Decisions

Upon notice of acceptance, a deposit of \$550 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.

Credits Outside of Emory University

GENERAL GUIDELINES

First-time entering Oxford College students can receive a combined total of 18 credit hours 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 the first year at Oxford

ADVANCED PLACEMENT (AP)

Undergraduate students admitted to Emory University as students in Emory College of Arts and Sciences (ECAS) or Oxford College may receive up to 12 credit hours towards hours required for graduation. Students with more than four acceptable AP test scores may receive a non-credit-bearing course waiver for each additional test. IB test scores and credit from similar internationally recognized testing schemes (e.g., A-levels, French Baccalaureate) will be treated in the same way as AP test scores.

1. Faculty in ECAS and Oxford College will jointly determine the scores for specific tests that will be accepted, and the equivalent courses at Emory that tests can replace. Scores below 4 will not be accepted as fulfilling Emory requirements. For example, the ECAS Mathematics department and Oxford Mathematics faculty will jointly review the Calculus AP tests to determine whether Emory will accept scores of 4 and 5, or only scores of 5 for each test. The faculty will further evaluate whether the AP test credit can be used as a pre-requisite for courses that require MATH 111 or MATH_OX 111 as a pre-requisite.
2. Students will receive 3 credit hours for each accepted test scores, up to 12 total credit hours. Where two exams are offered in one field, for example English Literature and English Language, languages, or computer science, credit will be offered for one but not both exams. Students who take both the AP and IB tests for the same course are eligible to have only one test posted for the course.
3. Students may fulfill GER requirements with AP or IB tests if the equivalent Emory courses fulfill GER requirements. For AP or IB courses that offer only elective credit, students receive credit hours but may not use the test scores to fulfill GER requirements or as pre-requisites for more advanced courses.
4. Students may use AP test credit to allow them to begin with more advanced courses. For example, a student with appropriate AP test scores for Economics may begin with ECON 112 if the Economics faculty determine that AP courses cover the curriculum of ECON 101.

5. All AP and IB tests with appropriate scores for credit hours or waivers will be posted to the Emory transcript. This will allow a student to use these test scores as pre-requisites and allow advisors to understand students' preparation for more advanced courses.
6. Test score information must be sent to Emory directly from the organization issuing test scores and must be received by the end of a student's first semester at Emory.
7. Transient study policies are set separately from these policies.

Notes:

Credit is awarded for Higher Level exams only.

For all IB language courses, it must be determined whether or not the student took the IB course in her or his native language. Credit will normally be given only for Group 2 Language Acquisition (Language B) courses; however, students who complete Group 1 Studies in Language & Literature (Language A) courses outside their native language may also receive credit.

Language course equivalents are for the purpose of awarding credit only and do not indicate a student's level of placement in a language. Students taking IB language exams may be placed in a higher language course and should take the relevant placement test to determine the appropriate course to take.

A student may receive credit for only one English IB test and for one test in a particular language, either in Group 1 or Group 2.

Emory University may accept language exams other than those here listed upon petition.

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 of the first year. Scores should be sent directly to Oxford College, Registrar's Office, 801 Emory Street, 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; web address: 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 of the first year. Scores should be sent to Oxford College, Registrar's Office, 801 Emory Street, 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; Skype: IN Americas; web address: ibo.org/.

COLLEGE CREDIT

Students who have taken college courses to supplement their high school program should apply as a first-year student applicant. Dual/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 assistant dean for academic affairs. No more than 18 semester hours of credit will be granted for combined AP, IB, or college credit course work with a minimum of 42 credit hours to be completed in residence at Oxford College.

Students on leave from Oxford College for any reason (personal or medical withdrawal, academic exclusion, conduct sanction, etc.) may not take courses for Oxford College degree completion credit while on leave from the institution.

TRANSIENT STUDY

After matriculation at Oxford College, permission to take work at another institution within the United States is normally granted only for the summer following the first year of study, or before earning 64 credit hours. Students may take up to 18 credit hours as summer transient hours, providing they have not met the maximum of 18 hours allowed as AP/IB or other college credits earned prior to matriculation. (A student may count a total of 18 non-Emory hours towards their Oxford degree). First-year students who wish to take summer classes elsewhere in the United States must secure written permission from the Assistant Dean for Academic Affairs, their academic adviser and must not be on academic probation after the completion of spring semester. International students who wish to take coursework in their home country, to be defined as the country where they finished secondary school, must consult with both the Director of International Programs and the Assistant Dean, and also must not be on academic probation.

Since permission depends upon approval of the intended courses, students should contact their academic adviser well before the end of the spring semester to obtain a transient application form. The transient application form, \$100 nonrefundable application fee and catalog description should be turned in to the Oxford College Registrar's Office. For credit to be received, an official transcript must be received in the Oxford College Registrar's Office by October 1 of the year courses were taken. For more information and forms for transient study, please see Summer Programs on the Oxford College Registrar's website.

Note: Transient study is only approved for the summer between the first year 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 2018–2019 are approximately \$32,390 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 2018–2019 semester tuition charge of \$25,295 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 \$2,108 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 \$1,581 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 2018–2019 cost of room and board averages \$4,137 for room and \$2,600 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 not placed on academic probation for two consecutive semesters. Federal regulations require that students receiving financial assistance maintain satisfactory academic progress. The Office of Financial Aid is required to monitor a student aid recipient's academic progress. Aid recipients must meet certain quantitative and qualitative measures and complete their programs within a maximum time frame. All students who receive financial aid, whether from federal, state or Emory-funded sources, must be enrolled degree candidates in good standing to retain financial aid awards. Academic records will be evaluated each semester as follows. Grade point average (GPA), time to degree completion and percentage of courses passed will be evaluated at the conclusion of each semester.

Students must meet the following minimum requirements to meet satisfactory academic progress standards. All students must attain a 2.0 current GPA for each semester of work. All students must maintain a 2.0 cumulative GPA for all work attempted. All students must pass two-thirds of the hours taken. Any student who fails to meet these conditions during two successive semesters shall be automatically excluded regardless of any previous average. All students are expected to complete their degree programs within a maximum time frame. The maximum time frame for undergraduate students is 150% of the hours required to complete their degree program (82 maximum attempted credit hours based on a 66 credit hour degree requirement). Time to degree completion is calculated for all credit hours which the student enrolls or receives credit at Emory University and receives any of the following grades: A, B, C, D, F, Satisfactory and Unsatisfactory. A course assigned an Incomplete, In Progress or Withdrawal is also counted toward attempted credits. Audited classes are not considered attempted credits. Oxford uses both the College Scholarship Service Profile (CSS 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 CSS Profile and FAFSA forms should be filed online at collegeboard.com and fafsa.ed.gov, respectively. Signed copies of all student and parent tax returns, business taxes, schedules, and W2 forms must be sent to the IDOC processor through the College Scholarship Service. For students who apply under the Early Decision I deadline, these statements should be sent by December 1 in order to ensure a financial aid award will be received prior to the December 15 deposit deadline. January 15 is the priority deadline for students who apply under Early Decision II and February 15 for those who apply under Regular Decision. Financial aid award packages for entering students with complete financial aid files are available 48 to 72 hours after the admission notification is made available. Financial aid award packages for returning and continuing students will be available 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 studentaid.emory.edu.

“Federal financial aid laws and regulations require that each state have a process to review and act on complaint concerning educational institutions in the state. If you have a complaint, you may, of course, file a complaint with Emory’s financial aid office or call the Trust Line at 1.888.550.8850.

You may also file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the Office of Inspector General (OIG) website. In the event that OIG receives a student complaint relating to financial aid, it will be forwarded to the Office of Inspector General of the US Department of Education.”

ACADEMIC SCHOLARSHIPS

Academic scholarships are awarded solely on the basis of academic and personal merit. Academic scholars placed on Honor or Conduct Council probation for the first time will lose their scholarships permanently. All scholars 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, or 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 in February 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 in February 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.

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 in February 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.

Emory Opportunity Award

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 3.2 grade-point average to receiving the Emory Opportunity Award.

Liberal Arts Scholar

These scholarships range from \$10,000 to \$20,000 per year for four years with two years at Oxford College and two years on the Atlanta campus. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.2 grade-point average to continue as a Liberal Arts Scholar and remain enrolled on the Oxford campus for four semesters.

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. These students are nominated by the dean of Oxford College in consultation with the Oxford faculty. Nominees must show academic achievement, leadership ability, strong character, and potential to make significant contributions to Emory College. Final selections are made by the dean of Emory College. 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 1999, this \$5000 scholarship is awarded annually to a student for the sophomore year only. The recipient, expected to maintain a 2.5 grade-point average while at Oxford, should be someone who is a servant leader and exhibits a genuine concern for the needs of other human beings.

ADDITIONAL SCHOLARSHIPS

Two/four scholarships are provided by the United Methodist Church 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 gafutures.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, 801 Emory Street, Oxford, Georgia 30054.

NAMED SCHOLARSHIPS

C.R. Bard Scholarship

This scholarship is awarded to a second-semester first-year student 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.

Dr. William Troy Bivings Scholarship

Established in 2007 by Helen Bivings Crawford in memory of her father, Dr. William Troy Bivings.

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.

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.

B. Lisa Friddell, MD Memorial Scholarship

Established in 1996 in memory of Dr. B. Lisa Friddell 860x 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.

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.

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 who 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.

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.

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.

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: a minimum of forty-two (42) semester credit hours taken at Oxford College 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 continuing students 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 54 semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (12 semester hours or more per semester). Courses taken from Emory College while an Oxford College student cannot count as part of the Emory College residency requirements. A semester of fewer than 12 hours can be combined with another semester of fewer than 12 hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than 12 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 senior 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 an extension is granted by the associate dean of academic affairs. 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?

1. List each course, the number of credits, and the course grade:

Course	Credits	Grade
Eng 185	3	B
Biol 141	5	D
Hist 101	3	A
PE 126	1	C

2. 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.

Course	Credits	Grade	Points	QPs
Eng 185	3	B	3	$3 \times 3 = 9$
Biol 141	5	D	1	$5 \times 1 = 5$
Hist 101	3	A	4	$3 \times 4 = 12$
PE 126	1	C	2	$1 \times 2 = 2$

3. Add the credits and the quality points for every course in which a letter grade was received:

Course	Credits	QPs
Eng 185	3	9
Biol 141	5	5
Hist 101	3	12
PE 126	1	2

4. Divide number of quality points by the number of credits for the semester:

Credits = 12

QPs = 28

GPA = QPs ÷ Credits

Semester GPA = $28 \div 12 = 2.33$

MIDTERM DEFICIENCIES

Professors notify students if their academic performance is deficient at the midpoint of the semester. The notification will detail the student's progress and may include suggestions for improvement. Students receiving midterm deficiency (MTD) notifications should meet with their academic advisers to discuss a plan to successfully manage the completion of the term. A letter is sent to the parents of students receiving three or more midterm deficiencies if the student has signed a FERPA consent for the release of academic information.

ELECTRONIC STUDENT INFORMATION AND ENROLLMENT

OPUS (Online Pathway to University Students) is Emory's student information system on the web. Students are able to register (i.e. add, drop, and swap courses); view unofficial transcripts, grades, schedule changes, registration appointment times, academic adviser'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.

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 adviser's approval) may add, drop, or swap classes based on registration periods indicated on the academic calendar.

SCHEDULE CHANGES (I.E. ADD/DROP/SWAP) AND WITHDRAWING FROM COURSES

Students may not drop English 185 and English 186, during the first year, or physical education courses (for exceptions to this policy, see below). After the Add/Drop/Swap period ends, a W is given for the course withdrawn from a student's schedule. 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, up to the midterm withdrawal deadline, providing that the student continues to carry a load of 12 credit hours, with approval of the student's academic adviser.

Only students in their fifth semester of residence, or those granted permission by the associate dean for academic affairs are permitted to underload based on documented, extenuating circumstances. Only these

students may carry a course load below 12 credit hours. Oxford Scholars are required to maintain at least a minimum of sixteen (16) semester credit hours of enrollment.

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 adviser, grant a W for a course withdrawn 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 (see Cancellation and Withdrawal). *A student who has been accused of an Honor Code violation may not withdraw from the course. Please refer to the academic calendar for the timeline and deadlines for Add/Drop/Swap and withdrawals.

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. Please refer to withdrawal information on the Oxford College website.

ONE-TIME FIRST-YEAR STUDENT WITHDRAWAL

Students may be allowed one withdrawal from a course after the six-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, with approval from their academic adviser and the Advising Support Center. An eligible student must complete a one-time first-year student 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 excluding: English 185, English 186, and physical education. This policy does not apply to second-year students and students who are on study abroad programs.

FINAL EXAMS

Students must have the permission of the associate dean of academic affairs to take a final exam earlier or later than scheduled. Permission is normally granted for documented family emergencies, documented medical reasons, or for participation in educational programs. Permission will also be granted for students scheduled to take three exams on a single calendar day (not three exams within a general twenty-four-hour period). Students with three exams on one calendar day must document their situation with the associate dean for academic affairs no later than 5:00 p.m. on Reading Day. Students in this situation will be granted permission to work with one of their instructors to arrange to take one of their exams

at an alternate date and time within the official exam week. Leaving early for rides or flights, vacations, relatives' or friends' weddings or graduations, jobs, or having two exams on one day, and other situations, are not considered valid reasons to request an earlier or later exam.

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 Advising Support Center 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. Please review the official list of religious holidays at www.religiouslife.emory.edu.

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 26 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 26 but no more than 56 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 56 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**. Petitions will be considered by the associate dean of academic affairs and the Academic Appeals Committee; 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 and completion of the readmission application process. 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 degree 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: registrar.emory.edu/Students/FERPA/index.html.

Official Transcripts

Transcripts of a student's academic record may be obtained by the student by requesting it online through OPUS. 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. There is no per transcript fee, but special delivery (rush ordering) handling fee will be assessed for express mail service.

Repetition of Courses

Upon approval of the faculty adviser 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. In the situation where the original course did not carry a Continued Writing Requirement (CWR/W) or Ways of Inquiry (INQ/Q) designation, and the second course instance does, the student will receive the W and/or INQ credit upon successful completion of the 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.

Leave of Absence

Students that request personal leave or intent to transfer out to other institutions submit a Leave of Absence form to the Advising Support Center. Forms should be submitted prior to the start of the next academic term or before the end of the add/drop/swap period. Students must indicate their reasons for intended leave (as noted on the form). The Advising Support Center will schedule an "exit" interview with the student to discuss the student's reasoning for requesting the leave, potential for readmission and the "exit checklist" that the student must complete prior to next term.

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 may be readmitted to the college when this documentation is received and its content and nature is approved by the associate dean of academic affairs. Please refer to the readmission process on the Oxford College website. Note: students who have withdrawn from the institution for medical reasons and who seek readmission will not receive credit for coursework taken (and passed) at another institution while sitting out.

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. This semester will count towards the five semesters allowed to complete the Oxford

Degree. A student who has been accused of an honor code violation may not withdraw from the course.

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, 0 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 Oxford College.

Procedure

When the associate dean of academic affairs (or the dean's designee) 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 to safely 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 or 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 reenrollment. 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 adviser 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 nonacademic 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 well-being 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 and Services (RES) for college-owned residential facilities, including but not limited to the RES Housing Policies, the Guide to Housing, 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 Oxford 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. This includes being in the presence of an illegal drug and not consuming.
 - 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, use, 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 that 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 forty-eight 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 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, adviser, 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 adviser'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. Faculty and staff appointments shall be made by the dean of Oxford College. 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 adviser who is a current member of the Oxford College community (faculty or staff) and who may be present. In general, advisers 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 ADVISERS

To protect the educational and non-adversarial nature of the conduct process, guidelines for participation of advisers will be strictly enforced. In general, participation of advisers 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 advisers present during other elements of the conduct process may be granted at the discretion of the chief conduct officer. At all times, advisers must follow the guidelines for their participation.

The term adviser 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 adviser is to support the student. An adviser may not play an active role such as giving statements or questioning witnesses. An adviser may not speak for or on behalf of the student. A student may consult with his/her adviser during breaks in the hearing, or an adviser 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

When a student is subjected to any of the actions indicated above, a record of the case will be retained by the dean for campus life. 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.

Please note that all student conduct records continue to the Atlanta campus when a student graduates from Oxford College.

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.

Adviser: 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, which 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. (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 email address, to mail (US 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 nonacademic misconduct of undergraduate students;
3. Retain records of all conduct cases that result in a finding of responsibility for seven year after graduation from Oxford 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 (Oxford College)

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 investigating team 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 adviser from the faculty or administration of Oxford College to assist at the hearing. It is important that such an adviser be obtained. The adviser's role is to explain the rights of the accused student during the hearing. Also, to ask questions of the witnesses, as posed by and on behalf of the accused student.
- 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 adviser 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.

I. "In accordance with the Emory College Honor Code (Article 3 jurisdiction), the dean of academic affairs (or their designee) may request that a case be heard by the Emory College Honor Council."

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 or their designee
 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 adviser 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.
- E. "In accordance with the Emory College Honor Code (Article 3 jurisdiction), the Dean of Academic Affairs (or their designee) may request that a case be heard by the Emory College Honor Council."

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 student chair, a student secretary, ten (10) additional 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. Any student member 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 adviser 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-coordinators 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 twelve 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 first-year 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. 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

Robert C. Goddard III, Chair
B. Michael Watson, Vice Chair
Susan A. Cahoon, Secretary

Board of Trustees

Kathelen Amos	Rick M. Rieder
Facundo L. Bacardi	Teresa M. Rivero
Thomas I. Barkin	Adam H. Rogers
Thomas D. Bell Jr.	William H. Rogers Jr.
Henry L. Bowden Jr.	Katherine T. Rohrer
William A. Brosius	Timothy C. Rollins
James Walker Burns	Stuart A. Rose
Shantella Carr Cooper	Cynthia M. Sanborn
Crystal Edmonson	Diane W. Savage
Javier C. Goizueta	Leah Ward Sears
Sue Hauptert-Johnson	Lynn H. Stahl
Muhtar Kent	James E. Swanson Sr.
John L. Latham	Rosa Tarbutton Sumter
Jonathan K. Layne	Mitchell A. Tanzman
Steven H. Lipstein	Mary Virginia Taylor
Deborah A. Marlowe	Gregory J. Vaughn
William T. McAlilly	William C. Warren IV
Lee P. Miller	Mark A. Weinberger
John G. Rice	

EMORY UNIVERSITY PRESIDENT AND LEADERSHIP COUNCIL

Claire E. Sterk, President
Christopher Augustini, Executive Vice President for Business
and Administration
Josh Newton, Senior Vice President for Advancement and Alumni
Engagement
David Sandor, Senior Vice President for Communications and Public Affairs
Allison K. Dykes, Vice President and Secretary of the University
Robert Franklin Jr., Senior Adviser to the President
Gary S. Hauk, Vice President, University Historian, and Senior Adviser
to the President

Paul P. Marthers, Vice Provost for Enrollment Management, Interim Vice President of Campus Life
 Jonathan S. Lewin, President, CEO, and Chairman of the Board, Emory Healthcare
 Dwight A. McBride, Executive Vice President of Academic Affairs and Provost
 Stephen D. Sencer, Senior Vice President and General Counsel

DEAN'S COUNCIL—OXFORD COLLEGE

Douglas Hicks, Dean of the College
 Kenneth L. Anderson 89G 91PhD, Dean of Academic Affairs and Chief Academic Officer
 Stephanie Allen, Associate Dean for Finance and Budget
 Mahbuba Ferdousi, Associate Dean for Information Technology
 Danielle Miller, Senior Associate Dean of Finance, Operations, and Information Technology
 Kelley Lips 02Ox 04C, Associate Dean of Enrollment Services
 Susan Newborn, Director of Human Resources
 Mary Kathryn McNeill 85G, Dean of Library Services
 Joseph C. Moon, Dean of Campus Life
 Kevin Smyrl, Associate Dean of Development and Alumni Relations
 Michele Hempfling, Director, Residential Education and Services
 Katherine McGuire, Director of Institutional Research
 Lyn Pace 02T 17T, Chaplain
 Karen Summers, Executive Administrative Assistant to the Dean
 Cathy Wooten, Director of Communication

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 fundraising 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

Mr. Henry F. Anthony 71Ox 73C 88MBA – 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 810x 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
Ralph D. Cook Jr. – Atlanta, GA
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
Ranjit S. Dhaliwal (P17) – Augusta, GA
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
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
Michael Scott Garner 90Ox 92C – West Hollywood, CA
J. Milton Gillespie 59Ox – Sky Valley, GA
Kevin A. Gooch 99Ox 01C – Atlanta, GA
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
Robert E. Ingram 65Ox 67C – Opelika, AL
Paul P. Jackson Jr. 82Ox 84B – Atlanta, GA
Horace J. Johnson Jr. 77Ox 79B – Covington, GA
Helen Fogle Jones 64Ox 67C – Calhoun, GA
Steven Candler Kapp 87Ox 89C – Covington, GA
Kevin D. Kell 75Ox 77C – Atlanta, GA
Diane Allgood Kirby 67Ox – Bogart, GA
William R. Kitchens 63Ox 65C 69M 74MR 80MR – Augusta
Wallace C. Lail 59Ox – Duluth, GA
Reid Mallard 84Ox 86C – Atlanta, GA
Henry A. Mann 62Ox 64C – Atlanta, GA
Miles H. Mason, III 67Ox 68C – Duluth, GA
Rev. Michael McCord 06T – Carrollton, GA

Willis L. Miller, III 67Ox 69C 72L – Valdosta, GA
 Alexander G. Morehouse 63C – Mansfield, GA
 Ivan Sigmund “Sig” Mosley Jr. 66Ox 68B – Atlanta, GA
 William B. Nipper Jr. 69Ox 71C – Green Cove Springs, FL
 Carol K. Norton 65Ox 67C 69G – St. Simon Island, GA
 Tommy L. Owens 59Ox 61C 65D – Atlanta, GA
 Fred L. Palmer 52Ox 57M 58MR 60MR – Smyrna, GA
 Rahkee Vora Parikh 990x 01C 02PH – Atlanta, GA
 Eric Pike 88Ox 90C – Lewisville, N.C.
 J. McDowell Platt 74Ox 76C – Atlanta, GA
 Jennifer L. Purdon 77OC 79C – Mount Vernon, NY
 Eugene M. Rackley III 55Ox 58B – Sea Island, GA
 B. Dan Ragsdale 59Ox – Oxford, GA
 Ralph M. Reeves 59Ox 61C 65M – Reading, PA
 Barbara C. Rivers 65Ox – Covington, GA
 Vann Roberts 59Ox – Dalton, GA
 John W. Robitscher 81Ox 83C 92PH – Atlanta, GA
 Kyle D. Smith Jr. 59Ox 61C – Calhoun, GA
 Thomas G. Stokes Jr. 90x 81C – Atlanta, GA
 Hugh M. Tarbutton Jr. 84Ox – Atlanta, GA
 Andrew W. Tatnall 760x 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
 Alfred B. Watson Jr. 57Ox 59C 63M – Sugar Land, TX
 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 (Oxford College 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, Jennifer Crabb Kyles 98Ox 00C – Conyers, GA
President Elect, Curtis Cotsonis 09Ox 11C – Atlanta, GA
Past President, Chris Arrendale 99Ox 01C – Brookhaven, GA
Secretary, Kristin Brown 91Ox 93B – Royston, GA
Treasurer, Paula Martin Woodward 99Ox 01C – Tucker, GA

MEMBERS

Rushay Amarath-Madav 17Ox 19C – Acworth, GA
Lorri Alston Anderson 97Ox 99C – Conyers, GA
Suman Madhav Atluri 18Ox 20C – Pearland, TX
Warren I. Brook 70Ox 72B – Atlanta, GA
Charles Freeman Burnett 01Ox 03C – Atlanta, GA
Kevin Callaway 97Ox 99N – Florence, AL
Tammy Camfield 89Ox 91C – Covington, GA
Jenna Cariker 17Ox 19C – O’Fallon, IL
Jennifer Lee Chapman 02Ox 04C – Cumming, GA
Henry Chappell 14Ox 16C Atlanta – GA
Olivia Chelko-Long 96Ox 99C 01PH – Monroe, GA
Shafin Damani 09Ox 10B – Atlanta, GA
David Davis 95Ox 97C – Macon, GA
Rhyan Davis 17Ox 19C – Covington, GA
Deborah Martin Dierkes 70Ox 72C – Acworth, GA
Tania Dowdy 08Ox 10C – Lithonia, GA
Evan Dun 10Ox 12C – Atlanta, GA
Santana Flanigan 99Ox 01C – McDonough, GA
Jessica Getz 12x 14N – Atlanta, GA
Tyler Goldberg 14Ox 16C – Atlanta, GA
Richelle Gosman 08Ox 10C – Decatur, GA
Willis Hao 18Ox 20C – Alpharetta, GA
Chad Hixon 08Ox 10C – Decatur, GA
Jenny Jiang 15Ox 17C – Phoenix, AZ
Rahill Lakhani 07Ox 08C – Duluth, GA
David Lee 98Ox 00B – Atlanta, GA
Lindsey Marion Luczynski 99Ox 01C – Atlanta, GA
Uzair Malani 16Ox 18B – Duluth, GA
Rachael Male 81Ox 83C – Roswell, GA
Tim Martin 99Ox 00B – Decatur, GA
John McColl 08Ox 10B – Atlanta, GA
Breanna Jillian McDaniel 09Ox 11C – Fairburn, GA
Catherine Floyd McDermott 01Ox 04N – Atlanta, GA

Kinsey Elise McMurtry 11Ox 13C 15PH – Grayson, GA
 Khatdija Amin Meghjani 12Ox 14C – Snellville, GA
 Munir M. Meghjani 08Ox 10C – Fayetteville, GA
 Lupe Guadalupe Monterroso, 13Ox 15B – Decatur, GA
 Jody Moses 68Ox 70C 75D – Cumming, GA
 Jon Olliff 59Ox 64D – Lehigh Acres, FL
 Erin Oquindo 18Ox 20C – Brentwood, TN
 Sasha Palmer 13Ox 15C – Chicago, IL
 Nousheen Pirani 09Ox 11C – Atlanta, GA
 Nancy Khalil Rhine 07Ox 09C – Brookhaven, GA
 Ryan Roche 03Ox 05C – Atlanta, GA
 Eric Rusiecki 10Ox 13C – Decatur, GA
 Bilal Sarwari 07Ox 09C – Bluffton, GA
 Melissa Parrino Sheesley 94Ox 96C 99PH – Brookhaven, GA
 Michael Silverio 98Ox 00C – Alpharetta, GA
 Daniel Sperling 95Ox 97C – Roswell, GA
 David Sutton 82Ox 83C – Jacksonville, FL
 Jacqueline Sutton 14Ox 16C – Atlanta, GA
 Jim Tanner 88Ox – Chattanooga, TN
 Meghann Timmins 11Ox 13C – Atlanta, GA
 Candace Donaldson Wagner 79Ox 81C – Covington, GA
 Mallory Warman 16Ox 18C – San Antonio, TX
 Will Warren 15Ox 17C – Decatur, GA
 Jeffrey Watson 87Ox 89C – Canton, GA
 Audia L. Wells 90Ox 92C – Richton Park, IL
 Ben Wilcox 85Ox 88B – Brookhaven, GA
 Audia Wells 90Ox 92C – Richton Park, IL
 Avis Williams 78Ox 98C 08T – Oxford, GA
 Heather Cripps Williams 00Ox 02C – Woodruff, SC

OXFORD COLLEGE FACULTY

Alex Abarco

Instructor in Physical Education/Dance. BA, University of Houston, 2008;
 MFA, Tisch School of the Arts, 2016

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

Charles Howard Candler Professor of History. BA, University of Texas at Austin, 1983; MA, University of Virginia, 1989; PhD, Auburn University, 1999

Catherine Bagwell

Professor of Psychology. BS, University of Richmond, 1994; MA, Duke University, 1996; PhD, Duke University, 1999

Stephen Bagwell

Adjunct Lecturer in Political Science and QTM Labs; BS, Oklahoma Christian University, 2010; MA, University of Central Oklahoma, 2012; PhD, University of Georgia, 2018

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

Assistant Professor of Political Science. BA, St. John's University, 2005; MA, Queen's University, 2006; PhD, Emory University, 2013

Stacy A. Bell

Professor of Pedagogy in English. BA, Warren Wilson College, 1991; MS, Georgia State University, 1994

Christopher Blake

Visiting Assistant Professor of Economics. BS, Gonzaga university, 2010; MA, Colorado State University, 2012; PhD, Colorado State University, 2017

Andrew Boatright

Adjunct Lecturer of Art. BFA, University of Central Arkansas, 2009; MFA, Georgia State University, 2013

Kenneth E. Carter

Charles Howard Candler 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

Cassandra M. Casias

Adjunct Lecturer of Classics; BA, Colorado College, 2011; MA, University of Colorado at Boulder, 2013

Fang Chen

Associate Professor of Mathematics. BA, Bryn Mawr College, 1994; MS, Yale University, 1998, PhD, 2000

Begona Claveria

Adjunct Lecturer of Spanish; BS, University Complutense, Madrid, 1988; MA, Wright State University, 2007

Camille Cottrell

Associate Professor of Art History. BFA, University of South Carolina, 1978, MA, 1980; PhD, University of Georgia, 2002

Russell B. Cutts

Adjunct Lecturer of Anthropology; AB, University of Georgia, 1992; MA University of Georgia, 1997

Deepika Das

Lecturer in Biology. BS, Calcutta University, 2009; MS, Indian Institute of Technology (IIT) Madras, 2011; PhD, Texas A & M University, 2017

Maria E. Davis

Senior Lecturer in Spanish. BA, University of Salamanca, 1997; MA, 2002; PhD, 2002

Indhira De La Rosa

Visiting Assistant Professor of Biology. BS, Universidad Metropolitana, San Juan, Puerto Rico, 2007; PhD, Baylor College of Medicine, Houston, Texas, 2014

Patricia Del Rey

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

Anouar El Younsi

Assistant Professor of Arabic. BA, Abdelmalek Essadi University, 2002; MA, Saint Bonaventure University, 2010; PhD, Penn State University, 2015

Sarah C. Fankhauser

Assistant Professor Biology. BS, Georgia Institute of Technology, 2007; PhD, Harvard University, 2013

Nicholas Fesette

Assistant Professor of Theater. BA, Hamilton College, 2009; MA, Cornell University, 2016; PhD, Cornell University, 2018

Tina Gallagher

Instructor in Physical Education/ Instructor/Head Women's Soccer Coach. BA, Auburn University at Mont. 2008; MA Auburn University at Mont., 2009

Devon R. Goss

Assistant Professor of Sociology. BA, University of Portland, 2009; MS, Lewis & Clark College, 2012; MA, University of Connecticut, 2014; PhD, University of Connecticut, 2018

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

Assistant Professor of Spanish. BA, University of Georgia, 1996, MA, 1998; PhD, University of North Carolina-Chapel Hill, 2002

Melissa Hage

Assistant Professor of Geology. BA, Franklin and Marshall College, 2002; MS, University of Tennessee, 2006; PhD, University of Tennessee, 2015

Jessica Ham

Assistant Professor of Anthropology. BA, University of Missouri, 2003; MA, University of Sussex, 2007; PhD, University of Georgia, 2016

Pernilla Hardin

Instructor in Physical Education/Head Tennis Coach. BS, University of North Florida, 1986

Jack Hardy

Visiting Assistant Professor of Linguistics and QTM. BA, University of Arizona, 2005; MA, Universidad de las Americas, 2007; PhD, Georgia State University, 2014

Brenda Bacon Harmon

Professor of Pedagogy in Chemistry. BA, University of Houston-Clear Lake, 1992; MA, Rice University, 1996

Penny Harvey

Adjunct Assistant Professor of Sociology. BSocSc, University of Manchester and ANU, 2013; MA/PhD Georgia State University, expected 2019

Farah Hasin

Adjunct Assistant Professor of Economics; BA, University of Dhaka, Bangladesh, 1989; MA, University of Dhaka, Bangladesh, 1991; MS, University College London, 1994; PhD, University of London, 2003

Brad K. Hawley

Lecturer in English. BA, Presbyterian College, 1993; MA, Clemson University, 1995; PhD, University of Oregon, 2000

Douglas A. Hicks

Professor of Religion. AB, Davidson College, 1990; MDiv, Duke University, 1993; MA, Harvard University, 1995; PhD, Harvard University, 1998

Sarah Higinbotham

Visiting Assistant Professor of English. BA, University of Richmond, 1991; MA, University of Hawaii, 1996; PhD, Georgia State University, 2013

Jonathan Hulgán

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

Professor of Biology. BA, Agnes Scott College, 1995; PhD, The Ohio State University, 2000

Pam Joyce

Adjunct Lecturer in Theatre Studies. BFA, University of Evansville, 1995; MFA, University of Minnesota, 2001.

Souad Kherbi

Visiting Assistant Professor in French. BA, Sorbonne-Nouvelle-Paris 3 University, France, 1998; BA, Sorbonne Nouvelle-Paris 3 University, France, 2001; MA, Sorbonne-Nouvelle Paris 3 University, France, 2004; MA, Sorbonne Nouvelle-Paris 3 University, France, 2006; PhD, Emory University, 2015

Monika Kirloskar-Steinbach

Halle Visiting Scholar in German Studies. BA, Bombay University, India, 1989; MA, Bombay University, India, 1991; PhD, University Konstanz, Germany, 2005

Christina H. Lee

Lecturer in Math. BA, Bryn Mawr College, 2003; MS, Rensselaer Polytechnic Institute, 2008

Michael Lehman

Adjunct Lecturer in English. BA, University of West Florida, 2010; BA, University of West Florida, 2010; MA, University of West Florida, 2014; PhD, Emory University

David W. Leinweber

Associate Professor of History. BA, Spring Arbor College, 1987; MA, Michigan State University, 1989, PhD, 1992

Sharon A. Lewis

Professor of Psychology. BA, St. Mary's College, 1976; MS, University of Georgia, 1981, PhD, 1985

Christopher Lirette

Visiting Assistant Professor of American Studies. BA, Loyola University, 2007; MA, Cornell University; PhD, Emory University, 2017.

Christine Loflin

Associate Professor of English. BA, Bryn Mawr College, 1981; MA, University of Wisconsin at Madison, 1984, PhD, 1989

Michael Martin

Lecturer in Biology. BS, university of North Carolina, 2008; PhD, University of Maryland, 2014

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

Emily McLean

Assistant Professor of Biology. BS, Bryan College, 2007; MS, University of North Carolina, 2009; PhD, Duke University, 2018

Sung J. Mo

Lecturer in Chemistry. BA, Whitman College, 1999; PhD, Emory University, 2006

Joseph C. Moon

Adjunct Lecturer in Educational Studies/ Dean of Campus Life. BA, Furman University, 1976; MEd, University of Georgia, 1978, EdD, 2000

Gregory Moss-Brown

Instructor in Physical Education/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

Associate 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

Jasminka Ninkovic

Associate Professor of Economics. BS, University of Belgrade, 1982; MS, 1993, PhD, Emory University, 2007

Simbarashe Nkomo

Assistant Professor of Chemistry. BS, Bindura University; MEd, University of Zimbabwe; PhD, West Virginia University, 2014

Ella O' Kelley

Instructor in Physical Education/Cross Country Coach. BS, University of South Carolina, 2000; MBA, American Intercontinental University, 2005

Alix Olson

Assistant Professor of Women's Gender & Sexuality Studies. BA, Wesleyan University, 1997; MA, University of Massachusetts, 2013; PhD, University of Massachusetts, 2018

Thomas Osburn

Assistant Professor of Physics. BS, Georgia Institute of Technology, 2010; MS, University of North Carolina, 2013; PhD, University of North Carolina, 2016

Paul C. Oser

Senior Lecturer in Mathematics and Director, Mathematics Support Center. BS, Georgia Institute of Technology, 1993; MS, University of Akron, 1996

Mary Lynn Owen

Adjunct Lecturer of Theater Studies. BA, Georgia Southern College, 1980

Patricia L. Owen-Smith

Professor of Psychology. AB, University of Georgia, 1969, MA, 1970, PhD, Georgia State University, 1985

Pablo Palomino

Assistant Professor of Latin American & Caribbean Studies. Licenciado, University of Buenos Aires, 2005; MA, University of California, 2009 PhD, University of California, 2014

Heunggi Park

Visiting Assistant Professor of Mathematics; BSc Chonbuk National University, South Korea, 1987; MSc, Chonbuk National University, South Korea, 1989; PhD, University of Georgia, 2012

Lloyd R. Parker Jr.

Associate Professor of Chemistry. BA, Berry College, 1972; MS, Emory University, 1974; PhD, University of Houston, 1978

Nicolas Petit

Visiting Assistant Professor in Mathematics. BA, University degli studi di Torino, 2009; MA Dartmouth College, 2013; PhD, Dartmouth College, 2016

Florian Pohl

Associate Professor of Religion. MA, Temple University, 1998; PhD, 2007. Diplom 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

Gwendolynne Reid

Assistant Professor and Director, Writing Programs. BA, Bard College, 1999; MA, Hollins University, 2005; MA, North Carolina State University, 2005; PhD, North Carolina State University, 2017

David Resha

Assistant Professor of Film Studies. BA, Vassar College, 2000; MA, University of Wisconsin-Madison, 2004; PhD, University of Wisconsin-Madison, 2010

Susan B. Riner

Senior Lecturer in Quantitative Theory and Methods. BA, Georgia State University, 1971, MAT, 1973

Karen Rogers

Adjunct Assistant Professor in Mathematics. BA, California Institute of Technology, 1985; MA, Columbia University, 1986; PhD Columbia University, 1993

Michael K. Rogers

Associate Professor of Mathematics. BA, Reed College, 1985; MA, Columbia University, 1986, MPhil, PhD, 1991

Teresa Romano

Assistant Professor in Economics. BA, Boston University, 2004; MA, Queen's University, 2005; MA, Duke University, 2009; PhD. Duke University, 2014

Cecilia Rucker

Lecturer in Physical Education/Administrative Coordinator, Center for Healthful Living. BS, Troy University, 2011; MS, 2013; EdS, Liberty University, 2016

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

Austin Scharf

Assistant Professor in Chemistry. BS, University of Richmond, 2006; PhD, Harvard University, 2013

Phil N. Segre

Senior 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

Associate 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

Mary A. Shiraef

Visiting Lecturer of Political Science; BA Emory University, 2013; MLitt University of St. Andrews, 2015, MA University of Notre Dame 2018

Salmon Shomade

Visiting Associate Professor of Political Science; BS Clark Atlanta University, 1988; BS Georgia Institute of Technology, 1989; MBA University of Virginia, 1997; Ph.D. University of Arizona, 2007

LaTonia Taliaferro-Smith

Director of Lab and Lecturer in Biology. BS, Dillard University, 1999; PhD, Howard University, 2004

Cristina Tarazona

Lecturer in Spanish. BA, University of Valencia, 1996; MA, Georgia State University, 2000; MA, Georgia State University, 2007

Erin C. Tarver

Associate Professor of Philosophy. BA, Palm Beach Atlantic University, 2003; MA, Boston University, 2006; PhD, Vanderbilt University, 2011

Ariel VanLeuven

Visiting Assistant Professor of Biology, BA, University of Georgia, 2013; PhD, University of Georgia, 2018

Katherine Vigilante

Senior Lecturer in Political Science. BA, Emory University, 1992, MA, 2002, PhD, 2010

Daniel Walter

Visiting Assistant Professor of English and German. BA, Dickinson College, 2008; MA, Michigan State University, 2011; PhD, Carnegie Mellon University, 2015

Xiaobo Wang

Interim Writing Center Director; BA, Northwest Normal University, 2006; MA, Lanzhou University, 2010; PhD, Georgia State University, 2017

Will Wright

Visiting Assistant Professor of English; BA, University of South Carolina, 2002; MA, Sam Houston State University, 2004; PhD, University of Southern Mississippi, 2009

Bao Xueju

Instructor of Chinese. BA, Northeast Normal University, 2002; MA Northeast Normal University, 2005; PhD, Northeast Normal University, 2008

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

Evelyn C. Bailey

Associate Professor of Mathematics. BA, Emory University, 1970, MAT, 1973; EdS, Georgia State University, 1975, PhD, 1978

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

Stephen H. Bowen

Dean Emeritus and William R. Kenan, Jr. Professor of Biology. MA, Indiana University; PhD, Rhodes University.

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

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

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

Stephen W. Henderson

Professor of Geology. BS, Indiana University, 1970, AM, 1974; PhD, University of Georgia, 1984

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

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

Frank L. Maddox

Associate Professor of Economics. BS, Georgia Southern University, 1978; MS, University of Georgia, 1981; PhD, Georgia State University, 1992

William P. McKibben

Professor of Mathematics. BS, Georgia Institute of Technology, 1961, MS, 1963, PhD, 1973

Michael M. McQuaide

Professor of Sociology. BA, Florida State University, 1973; MA, Pennsylvania State University, 1976, PhD, 1979

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

Theodosia R. Wade

Professor in Pedagogy in Biology. BS, Presbyterian College, 1976; MACT, Auburn University, 1980

James M. Warburton

Professor of Spanish. AB, Middlebury College, 1962, MA, 1967; PhD, Emory University, 1973

STAFF

Jill P. Adams, PhD

Assistant Director of Programs, Experiential Learning

Stephanie Allen

Associate Dean, Finance and Budget

Rashmi Anand

Admission Advisor, Enrollment Services

Effrem Bailey

Police Officer

Ulysses Banks

Police Officer

Courtney Baron

Teaching and Learning Librarian

Regina Barrett

Senior Associate Director, Programs, Academic Affairs

Fraduntino Barry

Residence Life Coordinator

Kerry Bowden

Coordinator, Archives and Special Collections

Lauren Braun

Associate Dean, Advising Support Center

Jeffery Brooks

Police Officer

Ben Brown

Coordinator, Departmental Computing, Library

Rodger Brunson
Catering Manager, Oxford Dining, Bon Appetit

Arielle Bryant
Program Coordinator, Center for Academic Excellence

Joy Budensiek
Academic Department Administrator, Natural Science and Mathematics

Joe Burgess
Police Officer

Tammy Camfield
Senior Director of Alumni Relations, Development and Alumni Relations

Ellen Campbell
Administrative Assistant, Dean for Campus Life

Grant Cartwright
Landscape

Pamela Cassara
Director, Student Health

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

Marvlyn Corbin
Administrative Assistant, Library

Bonnie Cowan
Senior Financial Aid Assistant

Wendy Crank
Financial Aid Advisor, Sr.

164 Trustees, Administration, and Faculty

Emily Culbertson
Associate Director, Financial Aid

Sarah Darden
Assistant Director, Admission

Stephanie Darden
Library Specialist, Sr.

Nathan DeJong
Applications Developer/Analyst, Sr., Information Technology

Tiara DeLapp
Coordinator, Aquatic Program

Danielle Dockery
Manager, Events

Anna Downs
Medical Assistant, PRN

Shawn Eastridge
Social Media Specialist

Michael Edwards
Police Officer

Paula Edwards
Driver

Ikeda Evans
Administrative Assistant, History and Social Science Division

Mahbuba Ferdousi
Associate Dean, Information Technology

Karla Fields
Manager, Information Technology

Amanda Fischer
Athletic Trainer

Claudia Fontaine
Coordinator, Resident Life

Cheryl Forman
Secretary in Information Technology

Michaela Foronda
Assistant Director, Student Life

Scott Foster
Director, Academic Technology

Tina Gallagher
Head Women's Soccer Coach

Krystal Gathright
Coordinator, Intramurals

Ruth Geiger
Assistant Farmer/Educator

Gary Glass
Director, Counseling and Career Services

Kristine Gonzalez
Web Developer, Communications

Roland Gonzalez
Accounting Assistant, Sr., Financial Services

James Gourley
HVAC Mechanic, Physical Plant

Asia Hall
Administrative Assistant, Advising Support Center

Pernilla Hardin
Head Tennis Coach/Instructor in Physical Education

Sharon Harp
Social Worker II

Becky Harrison
Administrative Assistant, Enrollment Services

Tony Heard
Building Mechanic, Physical Plant

166 Trustees, Administration, and Faculty

Michele Hempfling
Director, Residential Education and Services

Ami Hernandez
Assistant Director, Counseling and Career Center

Ansley Holder
Office Manager, Student Development

Ricardo Horne
Assistant Director, Student Life

Rhiannon Hubert
Assistant Dean and Director of Student Involvement and Leadership

Ian Jesse
Associate Director, Academic Advising

Dawn Jones
Admission Assistant, Senior, Enrollment Services

Heather Jones
Case Manager/Health Educator

Lisa Jones
Online Producer, Communications

Allison Kaczenski
Associate Director of Projects

J. Dylan Keene
Admission Advisor, Enrollment Services

Tony Kimbrell
Director of Development, Development and Alumni Relations

Anne Knauf
Admission Advisor, Enrollment Services

Paula Knight
Coordinator, Cataloguing and Acquisitions

Stacy Knight
Admission Assistant, Senior, Enrollment Services

Monica Lemoine
Administrative Assistant, Residential Education and Services

Kelley Lips
Associate Dean of Enrollment Services

Janice Ly
Business Operations Specialist, Enrollment Services

Brandon Mayo
Desktop Consultant, Senior, Information Technology

Katherine McGuire
Director, Institutional Research

Lilia McMichael
Financial Analyst

Wanda McMullen
Coordinator, Transportation Programs

Mary Kathryn McNeill
Dean of the Library

Ambar Mejia
Communications Specialist, Admission

Danielle Miller
Senior Associate Dean of Finance, Operations and Information Technology

Stephanie Mimbs
Residence Life Coordinator

Alan Mitchell
Manager Senior, Operations

Anthony Mize
Coordinator, Diversity

Stephanie Moncada
Director, Registration; Enrollment Services

Carol Moser
Human Resources Associate

168 Trustees, Administration, and Faculty

Gregory Moss-Brown
Head Men's Soccer Coach

Sherie Myers
Nurse Practitioner, Student Health Service

Ellen Neufeld
Deputy Director of the Library

Susan Newborn
Division Director of Human Resources

Nicole Nixon
Administrative Assistant, Sr. in
Academic Affairs

Kay Norgard
Coordinator, Events

Carlos Northern
Assistant Director, Resident Life

Tina O'Bryant
Administrative Coordinator, Finance

Ella O'Kelley
Cross Country Coach/Instructor in Physical Education

Daphne Orr
Director of International Student Programs

Lyn Pace
Chaplain

Kate Papchristou
Social Worker II

Daniel Parson
Organic Farmer/Educator

Eric Porter
Driver, Campus Life

Rachael Powell
Senior Facilities Planning Coordinator

Frank Rash
Operating Systems Analyst, Administration

Clayton Ray
Senior Mechanic, Housing

Natalie Raymond
Coordinator, Residence Life

China Redman
Library Specialist

Catherine Reuter
Field Manager, Organic Farm

Christine Richardson
Coordinator, Program, International Student Services

Lenet Rivas
Financial Aid Advisor, Sr.

Jessica Rivers
Interim Art Director, Theater Oxford

Jessica Robinson
Director of Library Finance and Operations

Theresa Robinson
Business Operations Specialist, Enrollment Services

Veronica Roman
Associate Director, Student Involvement/Leadership

Daniel Schmidt
Maintenance Mechanic, Physical Plant

Lisa Schrum
Receptionist, Student Center

Olha Seredyuk
Administrative Assistant, Development and Alumni Relations

Melissa Shrader
Administrative Assistant, Humanities

170 Trustees, Administration, and Faculty

Linda Sikes
Administrative Assistant, Student Health Service and Counseling and
Career Services

Randy Simon
Director, Facilities and Operations

Lavonne Smith
Financial Analyst

Matthew Smith
Client Services Rep II, Information Technology

Kevin Smyrl
Associate Dean and Director of Development and Alumni Relations

Eddie Somerville
Police Officer

Kaylin Spell
Nurse Practitioner

Cecily Spindel
Admission Advisor

Dennis Spruell
Assistant Athletic Director, Facilities and Recreation

Cynthia Stinson
Nurse Practitioner

Brian Stocks
Academic Technology Specialist III

Roderick Stubbs
Director, Athletics and Head Basketball Coach

Karen Summers
Executive Administrative Assistant to Dean

Erin Taylor
Athletic Trainer

Seth Tepfer
Manager, Information Technology

Timothy Terry
Athletics/Facilities Assistant

Stacey Stobaugh Towler
Associate Director, Admission

Daniel Trammell
Business Analyst II, Enrollment Services

Corbett Tucker
Lead Grounds Keeper, Physical Plant

Astrid Varner
Medical Assistant

Adrienne Vinson Waddey
Associate Director of Development, Development and Alumni Relations

Robert S. Walker
Police Captain/Supervisor

Lisa Ward
Educational Analyst II

Chris Widmer
Driver

Wanda Willis
Manager, Oxford Bookstore

Catherine T. Wooten
Director, Communications

Amanda Yu-Nguyen
Director, Center for Healthful Living

Index

A

Academic Advisers	9
Academic Appeals	114
Academic Calendar	2
Academic Divisions	26
Academic Honors	20
Academic Load and Credit	9
Academic Probation	108
Academic Program	9
Accessibility	86
Accreditation	7
Administration	144
Admission	89
Advanced Placement (AP)	91
Advising	9
Allied Health Professions	25
Alpha Epsilon Upsilon	20
Alumni Association	147
American Studies	30
Anthropology	30
Arabic	32
Art History	33
Arts at Oxford	15
Astronomy	35

B

Bachelor of Arts	21
Bachelor of Science	22
Biology	35
Board of Counselors	145
Business	38
Business School	23

C

Center for Healthful Living	29
Chemistry	38
Chinese	41
Class Attendance	108
Classics	41
Code of Conduct	115
Computer Science	42

Counseling and Career Services	87
Course Descriptions	30
Courtesy Scholarship	100

D

Dance	42
Degree Requirements	13
Dentistry	25
Dropping Courses	106

E

Economics	43
Educational Resources	83
Emory College Courses	110
Emory University	21
Employment (students)	100
Engineering	22
English	44
English as a Second Language (ESL)	85
Environmental Studies	47
Ethics and Servant Leadership	43
Exclusion	109
Expenses	95

F

Faculty	149
Faculty Emeriti	160
FERPA	109
Film Studies	48
Final Exams	107
Financial Assistance	95
Financial Information	95
First-Year Student Withdrawal	107
French	49

G

Geology	50
German	51
Goizueta Business School	23
Grading System	103
Greek	52

H		Overload Procedures	10
Health Services	86	Oxford College Profile	6
History	52	Oxford Research Scholars Program	17
History Division	26	Oxford Studies	18
Honor Code	132	Oxford Studies (courses)	61
Honor List	20		
Humanities Division	26		
I		P	
Incomplete Work	104	Parking	88
Information Technology	84	Part-Time Jobs	95
Insurance	87	Pharmacy	25
Interdisciplinary Studies	55	Phi Eta Sigma	20
International Baccalaureate	93	Philosophy	61
Involuntary Withdrawal	111	Physical Education Division	28
Italian	55	Physical Education (courses)	62
		Physics	68
		Pierce Program in Religion	18
		Political Science	70
		Pre-professional Programs	25
L		Probation	108
Latin	56	Program of Study	21
Law	25	Psychology	72
Learning to Lead	57		
Libraries	83	Q	
Loans	100	Quality Points	104
Lyceum	16	Quantitative Theory and Methods	74
M		R	
Mathematics	27	Readmission	10
Mathematics Center (tutors)	85	Regulations	103
Medicine	25	Religion	75
Merit List	20	Religious and Spiritual Life	19
Mid-Semester Deficiencies	106	Repetition of Courses	109
Minors	22	Report of Grades	106
Mission Statement	7	Residential Education and Services	87
Motor Vehicles	88	Room and Board	95
Music	60		
		S	
N		Scholars Program	17
Natural Science Division	27	Scholarships	97
New Student Orientation	10	Social Science Division	26
		Sociology	77
O			
Off-Campus Courses	16		
Official Transcripts	109		
OPUS	106		

Spanish	79
Staff Directory	162
Student Conduct Procedures	119
Summer School	11
Suspension	114

T

Theater Studies	80
Theology	21
Transient Study	93
Trustees	144
Tuition Refunds	111
Tuition, Fees	95
Tutors and Supplemental Instructors	28

W

Ways of Inquiry	15
Withdrawing from School	107
Nell Hodgson Woodruff School of Nursing	24
Women's, Gender, and Sexuality Studies	81
Writing Center	85

