

OXFORD COLLEGE
CATALOG



2016-2017

Oxford College of Emory University
Oxford College 2016–2017 Catalog
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Academic Calendar 2016–2017

FALL SEMESTER 2016

August

August 15–18	Monday–Thursday	International Student Orientation
August 19–23	Friday–Tuesday	New Student Orientation
August 23	Tuesday	Registration of New and Returning Students (\$150 late fee after this date)
August 24	Wednesday	First Day of Classes
August 31	Wednesday	Last Day for Course Add/Drop/Swap

September

September 5	Monday	Labor Day Holiday
September 9	Friday	Degree Application Deadline for Fall 2016
September 14	Wednesday	Date of Record for Reporting Enrollment

October

October 10–11	Monday–Tuesday	Fall Break
October 12	Wednesday	Midterm Deficiency Reports Due (Faculty)
October 14	Friday	Midterm Withdrawal Deadline without Penalty (Students)
October 31–November 3	Monday–Thursday	Spring 2017 Pre-Registration for Sophomores and Freshmen

November

November 11	Friday	Last Day for One-Time Freshman Withdrawal
November 23–25	Wednesday–Friday	Thanksgiving Break

December

December 1–5	Thursday–Monday	Physical Education Exams
December 6	Tuesday	Last Day of Classes
December 7	Wednesday	Reading Day
December 8–9	Thursday–Friday	Final Exams
December 12–14	Monday–Wednesday	Final Exams
December 17	Saturday	End of Fall 2016 Term/Conferral of Degree

December 19, 2016–January 6, 2017 Interim Term 2017

SPRING SEMESTER 2017

January

January 9	Monday	Emory Connections Day
January 10	Tuesday	First Day of Classes
January 16	Monday	Martin Luther King Jr. Holiday
January 17	Tuesday	Last Day for Course Add/Drop/Swap

February

February 1	Wednesday	Date of Record for Reporting Enrollment
February 3	Friday	Degree Application Deadline Spring 2017

March

March 1	Wednesday	Midterm Deficiency Reports Due (Faculty)
March 3	Friday	Midterm Withdrawal Deadline without Penalty (Students)
March 6–10	Monday–Friday	Spring Break
March 27–30	Monday–Thursday	Fall 2017 Pre-Registration for Sophomores and Freshmen
March 31	Friday	Last Day for One-Time Freshman Withdrawal

April

April 20–24	Thursday–Monday	Physical Education Exam
April 24	Monday	Last Day of Classes
April 25	Tuesday	Reading Day
April 26–28	Wednesday–Friday	Final Exams
May 1–3	Monday–Wednesday	Final Exams

May

May 6	Saturday	Oxford College Commencement
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SUMMER SEMESTER 2017**First session**

May 15	Monday	First Day of Classes
May 19	Friday	End of Drop/Add Period
May 29	Monday	Memorial Day

June

June 21	Wednesday	Last Day of Classes
June 22–23	Thursday–Friday	Final Exams

Second session

June 26	Monday	First Day of Classes
June 30	Friday	End of Drop/Add Period
July 4	Wednesday	Independence Day Holiday

August

August 2	Wednesday	Last Day of Classes
August 3–4	Thursday–Friday	Final Exams
August 11	Friday	End of Summer 2017 Term/Conferral of Degree

Oxford College Profile

Emory University offers two academically equivalent yet distinctively different educational programs for freshmen and sophomores. Oxford College is located 38 miles east of Atlanta in the town of Oxford, Georgia, on the campus where Emory was founded in 1836. Nine hundred students, one fifth of the Emory freshman and sophomore classes, enroll on the Oxford campus where they pursue a liberal arts-intensive program for the first two years of their Emory baccalaureate degree.

Oxford College concentrates on development of students' intellectual, social, and personal capacities as these are understood in the liberal arts tradition. In their third and fourth years, Oxford students join their classmates on the Atlanta campus where they focus 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 17 students (the largest class is 33), (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 Pierce Service Corps, 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 life-long friendships and say that when they move to the Atlanta campus as juniors, they go with 300 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, drop/add, 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 four semester hours credits, meeting for 195–200 minutes a week. However, physical education classes earn one semester hour of credit and also meet for 195–200 minutes per week. Laboratories for science courses meet an additional three hours per week.

ACCESSIBILITY

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

CONTINUATION TO EMORY COLLEGE

Early each spring semester, the staff, administration, and faculty of Oxford and Emory Colleges work to give Oxford's rising juniors the information and guidance required to continue as Emory College juniors as seamlessly as possible. This includes a required event, Emory Connections Day, on the Atlanta campus for all Oxford sophomores before the start of the spring semester. This will take place the day before spring classes begin on January 9, 2017. Oxford students are also encouraged to begin acquainting themselves with the Atlanta campus in their first year at Oxford. Frequent

shuttle service to the Atlanta campus is provided for students (consult Campus Life for details).

COURSE LOAD REQUIREMENTS

An average course load is 17 hours per semester (four 4-hour courses plus physical education). Students may not take fewer than 12 hours nor more than *22 hours, plus physical education in any one semester. 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. Special permission is required from the student's academic adviser and the assistant dean for academic affairs/director of 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 from the assistant dean for academic affairs/director of Advising Support Center 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 assistant dean for academic affairs/director of the Advising Support Center and their respective academic adviser in order to take more than 19 semester hours. Freshmen 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 23 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 orienta-

tion 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 clinical treatment provider report form(s) from each provider confirming medical clearance (if applicable) are due on or before the following dates: November 15 for spring semester, May 1 for summer school on the Atlanta campus, and July 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 clinical treatment provider report form. Each provider must submit a separate clinical treatment provider report form, 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 can be sent to: Advising Support Center, Oxford College of Emory University, 118 Few Circle, Seney Hall Suite #103, Oxford, GA 30054 or sent electronically to oxacadsvc@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. Entering students may be placed into English 184, in which case they must complete the first-year writing requirement by taking English 185 in the semester immediately following successful completion of English 184. Students may be eligible to exempt the first-year writing requirement with 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.

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

FRESHMAN SEMINAR

With a student-centered approach, Freshman Seminar seeks to serve as a gateway for first-year student confidence and involvement in the academic and social communities of Oxford College. By exploring the self,

community, and campus resources, the course will provide students with information and tools that will help them gain a better awareness of campus services, encourage them to connect to the campus and surrounding community, and enhance strategies for their personal and academic growth. Through reflection, discussion, hands-on activities, service, and team-building, the sophomore leader (peer assistance leader) and the faculty/staff co-facilitator will navigate first-year students through their first semester college journey.

LYCEUM

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

OFF-CAMPUS COURSES

There is no substitute for being there, for encountering other places and cultures directly with all five senses. Because courses that include travel produce profound global learning of a kind that is impossible to achieve any other way, Oxford has prioritized expanding the range of travel courses that it offers. Travel courses are scheduled during the fall or spring semesters and involve a combination of on-campus and off-campus study. The off-campus travel portion for these courses may occur during the interim period 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 fee 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 on disciplinary research projects or projects related to the scholarship of teaching and learning. Faculty members in the humanities, social sciences, sciences, mathematics,

and physical education have worked with dozens of students on a variety of projects.

The subjects of research have included the molecular design of gold-based 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 the Emory SIRE program (Scholarly Inquiry and Research at Emory) after graduating from Oxford.

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

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

OXFORD SCHOLARS PROGRAM

Each year Oxford College designates a number of its outstanding incoming freshmen as Oxford Scholars. Oxford Scholars include Robert W. Woodruff Scholars, Dean's Scholars, and Faculty Scholars (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, an end-of-year banquet, and other events of interest. The cultural component exposes scholars to a wide range of cultural events in the local area and in Atlanta, such as plays, concerts, and other cultural activities.

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

OXFORD STUDIES

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

PIERCE 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 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:** 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. For more information, please contact college chaplain, Rev. Lyn Pace.
- **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/rs1

- **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.

Academic Honors

HONORS PROGRAM

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

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

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

HONOR LIST

The honor list is composed of full-time students (12 or more hours) earning a cumulative average of 3.5 or better.

MERIT LIST

The merit list is composed of full-time students (12 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 freshmen of higher learning. In order to be eligible for induction into Phi Eta Sigma in the spring, freshmen must be enrolled in at least 16 credit hours and have a minimum GPA of 3.9 during their fall semester.

Emory University

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

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

ment 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 bachelor's 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. To start in the fall of junior year, applications for admission must be received by February 15. Applications to start in spring of the sophomore year must be received by October 1. All applicants must complete the requirements for the associates (AA) degree from Oxford to be eligible for admission to the BBA program.

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

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

Students seeking admission should contact Jessica Lowy, director of admission, BBA Program, to learn more about the program. She can be reached at 404-727-2713 or at jlowy@emory.edu. Jessica Lowy will come to the Oxford campus each semester for information sessions and on-campus advising, and is available via email and phone for advisement. Oxford College students are encouraged to participate in these on-campus sessions to review advising and their progress towards application to the BBA program.

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

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

- ECON 101 (Microeconomics) and ECON 112 (Macroeconomics). AP credit can satisfy these requirements.
- MATH 111 (Calculus I). AP Calculus credit satisfies the math requirement.
- MATH 117 (formerly Math 107) or MATH 207 (Statistics). AP Statistics credit can satisfy this requirement.
- BUS 210 (Financial Accounting)
- Continued Writing Course (preference given for courses in the humanities and social sciences)

Academic Tips:

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

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

NELL HODGSON WOODRUFF SCHOOL OF NURSING

Oxford College students apply to the Nell Hodgson Woodruff School of Nursing during their sophomore year. Applicants are strongly encouraged to submit their application materials using the online application form at www.nursing.emory.edu/admission/application/index.html. Materials required for the completed application packet include a complete application form and a completed prerequisite form.

Visit www.nursing.emory.edu/admission/programs/bsn/freshman-option-emory-oxford/oxford-college.html for more details, including the priority application deadline. All Oxford applicants are required to earn a grade of C or better in each prerequisite course, a minimum overall GPA of 3.0, and a minimum science/math GPA of 2.8. The application fee is waived for Oxford College applicants. Incomplete application packets will not be considered for admission.

The pre-nursing curriculum includes specific prerequisite courses in biology, chemistry, math, and psychology. Students considering entry into the Nell Hodgson Woodruff School of Nursing (SON) fall 2017 and beyond are required to complete the following prerequisite courses:

- Mathematics/Quantitative Reasoning
MATH 117 or MATH 111 or QTM 100
- Science/Nature/Technology
CHEM 120 or CHEM 141 (with lab)
BIOL 121 (with lab)
BIOL 122 (with lab)
BIOL 141 (with lab)
- History/Society/Culture
PSYC 205

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 (PE) course requirements. Information about these specific requirements related to the Oxford College General Education Program can be found at <http://oxford.emory.edu/academics/catalog/degree-requirements/distribution-requirements/>

Lastly, students applying to the Nell Hodgson Woodruff School of Nursing are required to demonstrate current CPR certification before beginning the BSN program. For more information, or to obtain hard-copy applica-

tion materials, contact the Office of Admissions and Student Services at www.nursing.emory.edu/admission

PRE-PROFESSIONAL PROGRAMS AND REQUIREMENTS

The Oxford curriculum provides background for a number of professional programs, including allied health professions, dentistry, engineering, law, medicine, pharmacy, theology, and veterinary medicine. Students should contact the professional school of their choice for more specific information as requirements may differ between programs and/or schools. In addition each student planning to pursue one of these professions should work with his or her academic 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, McQuaide, Owen-Smith, and Shapiro; Associate Professors DeNicola, Leinweber, Ninkovic, Stutz, and Yang; Assistant Professors Beaudette, McGee, and Shannon; Senior Lecturers Riner and Vigilante

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

HUMANITIES

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

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

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

ENGLISH REQUIREMENTS

First-year Writing Requirement

Students must satisfactorily complete English 185 to fulfill the First-Year Writing Requirement. All international students whose first language is not English are required to take the English placement exam when they arrive on campus for orientation. Both English 185 and English 186 fulfill the First-Year Writing Requirement. Students with Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit may be eligible to exempt the Writing Requirement.

Prerequisites

Students must have completed or exempted the Freshman Writing Requirement before taking any course above the 185 level.

NATURAL SCIENCE AND MATHEMATICS

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

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

Placement recommendation into any science course is contingent on student profile (courses completed, standardized testing); placement recommendation into any mathematics course is dependent on performance on the placement tests given during orientation which, in turn, is dependent on the online mathematics placement that each student needs to take before arriving. A student who anticipates concentrating in natural science at Emory should take a minimum of two courses in his or her chosen field, two courses in an allied science, and basic mathematics courses at Oxford.

MATHEMATICS

Students entering colleges and universities across the country vary considerably in their level of preparation in mathematics. Students need to select courses according to their ability and needs. Some entering students earn credit toward the MQR mathematics requirement through Advanced Placement tests. As a general rule, students may earn credit through Advanced Placement or by completing the comparable Oxford course, but not both. If credit is earned through Advance Placement, then lower level courses in the sequence Mathematics 100/110/111/112 may not be taken for credit. Specifics are as follows:

AP Statistics Test

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

AP Calculus Test

- A student earning a score of 4 or 5 on the AB test or on the AB subtest of the BC test will receive three semester hours of credit for Math 111 but may not get credit for both AP Calculus and Mathematics 111.

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

Tutors and Supplemental Instructors

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

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

Instructors for Center for Healthful Living

Associate Professor, Guibao Yang; Lecturer/Academic Coordinator, Mary C. Rucker; Instructor/Head Men's Soccer Coach, Gregory Moss-Brown; Instructor/Head Men and Women's Tennis Coach, Pernilla Hardin; Instructor/Aquatic Coordinator, Tiara De Lapp; Instructor/Head Men's and Women's Golf Coach, Brian Schiffbauer; Instructor/Head Women's Soccer Coach, Tina Gallagher; Instructor/Head Men's and Women's Cross Country Coach, Ella O' Kelley; Instructor/Dance Coordinator, Kathleen Wessel

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 should contact the Office of Access and Disability Services and Resources (ADSR). 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 or her instructor.

Oxford College Course Descriptions

In the following course descriptions, you will note that courses normally earn four semester hours of credit. The 100-level courses are general or survey courses, and most of the 200- and 300-level courses have such courses as prerequisites. The 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. Credit, four hours. Prerequisite: English 185 or equivalent. An interdisciplinary, historically grounded introduction to contemporary approaches to American studies scholarship, with emphasis on issues of class, ethnicity, gender, and cross-cultural studies.

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

On Demand. Credit, four 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.

ANTHROPOLOGY

ANTHROPOLOGY 101—INTRODUCTION TO ANTHROPOLOGY (HSC)

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

ANTHROPOLOGY 200/NEUROSCIENCE AND BEHAVIORAL BIOLOGY (NBB) 201—FOUNDATIONS OF BEHAVIOR (SNT)

Spring. Credit, four hours. This course presents an introduction to evolutionary processes and biological bases of behavior. Examples drawn especially from humans and nonhuman primates will be used to place human behavior in the context of other species and to illustrate the dual inheritance of biology and culture in our species.

ANTHROPOLOGY 201—CONCEPTS AND METHODS IN BIOLOGICAL ANTHROPOLOGY (SNT)

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

ANTHROPOLOGY 202—CONCEPTS AND METHODS IN CULTURAL ANTHROPOLOGY (HSC)

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

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

ANTHROPOLOGY 204—INTRODUCTION TO ARCHAEOLOGY (HSC)

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

ANTHROPOLOGY 265—ANTHROPOLOGY OF GENDER (HSC)

Fall (alternate years). Credit, four hours. No prerequisites. The cross-cultural study of gender and sexuality. We pay special attention to the way genders are performed and the important role of language in the construction of genders. While all cultures identify and mark differences in gender, there is an incredible diversity in the ways that they do so. In this course, we will explore the ways 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, four hours. Prerequisite: Anthropology 101 (writing course). Ethnographic study of South Asia, with particular attention given to the Indian subcontinent. Topics in religion, social structure, and personality addressed.

ANTHROPOLOGY 314—RACE AND RACISM: MYTHS AND REALITIES

Spring (offered occasionally). Credit, four 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 352W—GLOBALIZATION AND TRANSNATIONAL CULTURES (HSC)

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

ANTHROPOLOGY 353—ECONOMIC ANTHROPOLOGY (HSC)

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

ANTHROPOLOGY 385R—SPECIAL TOPICS IN ANTHROPOLOGY (HSC)

TBA. Credit, four hours. Prerequisites: Anthropology 101 and permission of instructor and of the chair of the History and Social Sciences Division. Seminar or lecture series on topics of special anthropological concern. May be repeated for credit when topic varies.

ANTHROPOLOGY 397R—DIRECTED STUDY

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

ARABIC

ARABIC 101—ELEMENTARY ARABIC I (HAL)

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

ARABIC 102—ELEMENTARY ARABIC II (HAL)

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

ART HISTORY

Survey Courses

ART 101—ART AND ARCHITECTURE FROM PREHISTORY TO THE RENAISSANCE (HAP)

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

ART 102—ART AND ARCHITECTURE FROM THE RENAISSANCE THROUGH THE EARLY TWENTIETH CENTURY (HAP)

Fall, Spring. Credit, four hours. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the Renaissance through the early twentieth century. The aesthetic, historical, and technical aspects of

major art forms, including painting, architecture, drawing, and sculpture, will be studied in relation to the socioeconomic and political developments in Europe and the United States.

ART 104—DRAWING I (HAP)—STUDIO COURSE

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

ART 105—DRAWING AND PAINTING I (HAP)—STUDIO COURSE

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

ART 109—SCULPTURE I (HAP)

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

ART 205R—DRAWING AND PAINTING II (HAP)—STUDIO COURSE

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

ART 265—EUROPE IN THE 20TH CENTURY (HAP)

Spring. Credit, four hours. Prerequisite: Art History 101 or Art History 102. Survey of modernist art in France, Germany, Italy, Russia, and Britain. Artistic movements and tendencies including Fauvism, Expressionism,

Cubism, Futurism, DADA, abstraction, surrealism, and developments during WWII. Writings by artists and critics will be considered in relationship to the art.

ART 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 120Q—CONCEPTS IN BIOLOGY WITH LABORATORY (SNT)

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

BIOLOGY 121 AND BIOLOGY 122—HUMAN ANATOMY AND PHYSIOLOGY I WITH LABORATORY (SNT) AND HUMAN ANATOMY AND PHYSIOLOGY II WITH LABORATORY (SNT)

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

BIOLOGY 135Q—PLANTS AND SOCIETY WITH LABORATORY (SNT)

Fall. Credit, four hours. Basic principles of botany. Emphasis on uses of plants by cultural groups worldwide. Includes medicine, food, materials,

biotechnology, environmental issues, and more. Four hours of lecture and one three-hour laboratory per week. This course counts toward the environmental studies major. It does not fulfill requirements for the biology major.

BIOLOGY 141Q—CELL BIOLOGY AND GENETICS WITH LABORATORY (SNT)

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

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

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

BIOLOGY 155Q—APPLICATIONS AND COMMUNICATIONS IN THE BIOLOGICAL SCIENCES WITH LABORATORY (SNT)

Fall or Spring. Credit, four hours. No prerequisites. Biological concepts in topics of public interest such as biotechnology, human health, evolution, and the environment. The variety of ways in which these topics are communicated to the public—scientific papers, news articles, films, and literature—will be examined. This course does not count toward the biology major. Four hours of lecture and one three-hour laboratory per week.

BIOLOGY 235Q—FIELD BOTANY WITH LABORATORY (SNT)

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

BIOLOGY 242Q—ANIMAL ARCHITECTURE AND PHYSIOLOGY WITH LABORATORY (SNT)

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

BIOLOGY 245Q—FRESHWATER ECOLOGY WITH LABORATORY (SNT)

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

BIOLOGY 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.

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.

BUSINESS

BUSINESS 210—FINANCIAL ACCOUNTING

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

CHEMISTRY

CHEMISTRY 100—INTRODUCTORY CHEMISTRY WITH LABORATORY (SNT)

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

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

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

CHEMISTRY 141—GENERAL CHEMISTRY I WITH LABORATORY (SNT)

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

CHEMISTRY 142—GENERAL CHEMISTRY II WITH LABORATORY (SNT)

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

CHEMISTRY 160Q—FORENSIC CHEMISTRY WITH LABORATORY (SNT)

Fall (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 221—ORGANIC CHEMISTRY I (SNT)

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

CHEMISTRY 221L—BASIC ORGANIC CHEMISTRY LABORATORY I (SNT)

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

CHEMISTRY 222—ORGANIC CHEMISTRY II (SNT)

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

CHEMISTRY 222L—BASIC ORGANIC CHEMISTRY LABORATORY II (SNT)

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

CHEMISTRY 260—QUANTITATIVE ANALYTICAL CHEMISTRY WITH LABORATORY (SNT)

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

CHEMISTRY 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.

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.

CHINESE

CHINESE 101—ELEMENTARY CHINESE I (HAL)

Fall. Credit, four hours. Introduction to modern Mandarin: pronunciation, grammar, reading, and writing (approximately 200 characters). Cultural topics introduced.

CHINESE 102—ELEMENTARY CHINESE II (HAL)

Spring. Credit four hours. Prerequisite: Elementary Chinese I. Continuation of 101, stressing conversational Mandarin, reading of more sophisticated texts, and writing skills (approximately 300 characters). Cultural topics included.

CHINESE 201—INTERMEDIATE CHINESE I (HAL)

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

CHINESE 202—INTERMEDIATE CHINESE II (HAL)

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

CLASSICS

Classics courses in translation:

CLASSICS 102—CLASSICAL MYTHOLOGY (HAP)

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

CLASSICS 202—THE ROMANS (HAP)

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

CLASSICS 290R—DIRECTED STUDY

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

COMPUTER SCIENCE

COMPUTER SCIENCE 170Q—INTRODUCTION TO COMPUTER SCIENCE I

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

COMPUTER SCIENCE 171—INTRODUCTION TO COMPUTER SCIENCE II (MQR)

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

COMPUTER SCIENCE 297R—DIRECTED STUDY

(Same as Mathematics 297R)

DANCE

DANCE 230—HISTORY OF WESTERN CONCERT DANCE (HSC)

TBA. Credit, four hours. This course traces the development of Western concert dance from 15th-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.

ETHICS AND SERVANT LEADERSHIP

EASL 101—ETHICS AND SERVANT LEADERSHIP

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

EASL 102—CIVIL SOCIETY: HISTORY AND ETHICS

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

ECONOMICS

ECONOMICS 101—PRINCIPLES OF MICROECONOMICS (HSC)

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

ECONOMICS 112—PRINCIPLES OF MACROECONOMICS (HSC)

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

ECONOMICS 201—INTERMEDIATE MICROECONOMICS (HSC)

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

ECONOMICS 212—INTERMEDIATE MACROECONOMICS

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

ECON 220—INTRODUCTION TO STATISTICAL METHODS (MQR)

Spring. Credit, four hours. 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). Prerequisite: Econ 101 and Math 111. Econ 101 gives basic preparation in terms of economic concepts and Math 111 provides tools for better understanding of probability distributions.

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

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

ECONOMICS 351—EUROPEAN ECONOMIC HISTORY I

(Same as History 351)

ECONOMICS 352—EUROPEAN ECONOMIC HISTORY II

(Same as History 352)

ECONOMICS 385R—SPECIAL TOPICS IN ECONOMICS

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

ENGLISH

ENGLISH 184—INTRODUCTORY WRITING FOR MULTILINGUAL STUDENTS

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

ENGLISH 185—CRITICAL READING AND WRITING

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

ENGLISH 186—CRITICAL READING AND WRITING FOR MULTILINGUAL STUDENTS

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

ENGLISH 205—POETRY (HAP)

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

ENGLISH 215—HISTORY OF DRAMA AND THEATER I (HSC)

Fall, Spring. Credit, four hours. A general history of the theater from its origins through the 18th century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater. May be taken without English 216. Required of theater studies majors. (Same as Theater 215)

ENGLISH 216—HISTORY OF DRAMA AND THEATER II (HSC)

Fall, Spring. Credit, four hours. A general history of the theater from the 18th century through the 20th century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater. May be taken without English 215. Required of theater studies majors. (Same as Theater 216)

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

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

ENGLISH 251—SURVEY OF AMERICAN LITERATURE: 1865 TO PRESENT (HSC)

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

ENGLISH 255—SURVEY OF ENGLISH LITERATURE TO 1660 (HSC)

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

ENGLISH 256—SURVEY OF ENGLISH LITERATURE SINCE 1660 (HSC)

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

ENGLISH 260—SURVEY OF WORLD LITERATURE

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

ENGLISH 270—INTRODUCTION TO CREATIVE WRITING (HAP)

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

ENGLISH 311—SHAKESPEARE (HAP)

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

ENGLISH 330—ROMANTICISM (HAP)

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

ENGLISH 336—THE 19TH-CENTURY BRITISH NOVEL (HAP)

Spring. Credit, four hours. The development of the English novel from the early 19th century through the Victorian period, with representative works from novelists such as Austen, the Brontës, Dickens, Eliot, Hardy, and Conrad.

ENGLISH 345—CONTEMPORARY WORLD LITERATURE (HAP)

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

ENGLISH 348—CONTEMPORARY LITERATURE (HAP)

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

ENGLISH 357—SOUTHERN LITERATURE (HAP)

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

ENGLISH 359—AFRICAN AMERICAN LITERATURE SINCE 1900 (HAP)

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

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

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

ENGLISH 384RQ—CRITICISM (HAP)

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

ENGLISH 389R—SPECIAL TOPICS IN LITERATURE (HAP)

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

ENGLISH 399R—INDEPENDENT STUDY

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

ENVIRONMENTAL STUDIES

ENVS 131Q—INTRODUCTION TO ENVIRONMENTAL STUDIES WITH LAB (SNT)

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

FILM STUDIES

FILM STUDIES 270—INTRODUCTION TO FILM (HAP)

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

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

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

FRENCH

FRENCH 101—BEGINNING FRENCH I (HAL)

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

FRENCH 102—BEGINNING FRENCH II (HAL)

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

FRENCH 201—INTERMEDIATE FRENCH (HAL)

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

FRENCH 203—ADVANCED FRENCH (HAL)

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

FRENCH 310—WRITING SKILLS IN FRENCH (HAL)

Fall (alternate years). Credit, four hours. Prerequisite: French 203, a score of 4 or 5 on the French AP exam, or consent of instructor. Third-year-level course given in French. Intensive study of written French based on syntactic and lexical analysis of a variety of texts. Work on clear expression and control of the fine points of French grammar. Bi-weekly compositions with extensive revisions and concern for the process of writing in a foreign language.

FRENCH 314—WHAT IS INTERPRETATION? LITERARY PERSPECTIVES (HAL)

Fall (alternate years). Credit, four hours. Prerequisite: 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, four hours. Prerequisite: French 310, French 314, or instructor permission. A survey of literary and artistic creations of the 17th and 18th centuries, with special attention paid to the cultural and historical context in which they were produced. Course conducted in French.

FRENCH 351—STUDIES IN THE MODERN PERIOD (HAL)

Spring (alternate years). Credit, four hours. Prerequisite: French 310, French 314 or instructor permission. A survey of literary and artistic creations of the 19th and 20th 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, two to four hours. Independent reading and research in French literature and culture under the direction of a faculty member.

Prerequisite: Permission of instructor and at least one 300-level French course.

GEOLOGY

GEOSCIENCES 115—METEOROLOGY AND CLIMATOLOGY WITH LABORATORY (SNT)

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

GEOLOGY 141—PHYSICAL GEOLOGY WITH LABORATORY (SNT)

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

GEOLOGY 142Q—EVOLUTION OF THE EARTH WITH LABORATORY (SNT)

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

GEOLOGY 250Q—MINERAL RESOURCES, ENERGY, AND POWER WITH LABORATORY (SNT)

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

GEOLOGY 297R—INDEPENDENT STUDY

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

Geology courses with off-campus component:**GEOLOGY 100N—DESERT GEOLOGY (SNT)**

Off-campus course. Summer (alternate years). Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. Study of the climatologic origin and the geomorphology of deserts. Also includes morphological, physiological, and behavioral adaptations to life in a dry environment, and study of the ecological zones and geology of Big Bend National Park. Classes meet weekly during the semester, followed by a 12-day field trip to Chihuahuah Desert in Big Bend National Park, Texas. Fulfills Intermediate Earth Science and upper-level lab course requirements for ENVS majors.

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

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

GERMAN**GERMAN 101—ELEMENTARY GERMAN I (HAL)**

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

GERMAN 102—ELEMENTARY GERMAN II (HAL)

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

GERMAN 201—INTERMEDIATE GERMAN I (HAL)

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

GERMAN 202—INTERMEDIATE GERMAN II (HAL)

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

GERMAN 297R—SPECIAL TOPICS IN GERMAN LITERATURE

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

GREEK

GREEK 101—ELEMENTARY GREEK I (HAL)

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

GREEK 102—ELEMENTARY GREEK II (HAL)

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

HISTORY

HISTORY 101—HISTORY OF WESTERN CIVILIZATION I (HSC)

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

HISTORY 102—HISTORY OF WESTERN CIVILIZATION II (HSC)

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

HISTORY 231—THE FOUNDATIONS OF AMERICAN SOCIETY: BEGINNINGS TO 1877 (HSC)

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

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

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

HISTORY 244—AMERICAN CIVIL RIGHTS HISTORY (HSC)

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

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

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

HISTORY 322—EUROPE FROM 1500 TO 1700 (HSC)

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

HISTORY 325—MYTHIC KINGS (HSC)

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

HISTORY 328—HISTORY OF THE CHRISTIAN CHURCH (HSC)

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

HISTORY 345—THE UNITED STATES SINCE 1945 (HSC)

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

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

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

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

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

HISTORY 385R—SPECIAL TOPICS IN HISTORY

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

HISTORY 397R—DIRECTED STUDY

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

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 104—THE GREAT CONVERSATION: CULTURE (HAP)

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

INTERDISCIPLINARY STUDIES 105—THE GREAT CONVERSATION: SOCIETY

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

INTERDISCIPLINARY STUDIES 108—QUALITATIVE RESEARCH SEMINAR (NONE)

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

INTERDISCIPLINARY STUDIES 290—INTERDISCIPLINARY SEMINAR (TAG—VARIES) HONORS 300QW

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

INTERDISCIPLINARY STUDIES 255—SOCIAL SCIENCE AND SUSTAINABILITY

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

ITALIAN**ITALIAN 101—ELEMENTARY ITALIAN I (HAL)**

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

ITALIAN 102—ELEMENTARY ITALIAN II (HAL)

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

ITALIAN 397—SUPERVISED READING

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

LATIN**LATIN 101—ELEMENTARY LATIN I (HAL)**

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

LATIN 102—ELEMENTARY LATIN II (HAL)

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

LATIN 201—INTERMEDIATE LATIN I (HAL)

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

LATIN 202—INTERMEDIATE LATIN II (HAL)

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

LATIN 398R—SUPERVISED READING IN LATIN

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

MATHEMATICS

MATHEMATICS 100—INTRODUCTION TO COLLEGE MATHEMATICS

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

MATHEMATICS 109Q—GRAPH THEORY AND MATH MODELS (MQR)

When schedule allows. Credit, four hours. Students have the opportunity to confront and solve problems related to graph theory.

MATHEMATICS 110—PRE-CALCULUS WITH CALCULUS

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

MATHEMATICS 111, 112—CALCULUS I AND II (MQR)

Fall, Spring. Credit, four hours each semester. This sequence includes differential and integral calculus of algebraic and transcendental functions of one variable, with applications and infinite series, including power series.

MATHEMATICS 112Z—CALCULUS II (MQR)

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

MATHEMATICS 117Q—INTRODUCTION TO PROBABILITY AND STATISTICS (MQR)

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

MATHEMATICS 120Q—INTRODUCTION TO PURE MATHEMATICS (MQR)

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

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

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

MATHEMATICS 207Q—PROBABILITY AND STATISTICS (MQR)

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

MATHEMATICS 211—MULTIVARIABLE CALCULUS (MQR)

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

MATHEMATICS 212—DIFFERENTIAL EQUATIONS (MQR)

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

MATHEMATICS 221—LINEAR ALGEBRA (MQR)

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

MATHEMATICS 250—FOUNDATIONS OF MATHEMATICS (MQR)

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

MATHEMATICS 285R—SPECIAL TOPICS IN MATHEMATICS

TBA. Variable credit. Prerequisite: As specified by the instructor. Course in selected topics in mathematics, the history of mathematics, or the connections between mathematics and scientific inquiry not offered in regular or advanced courses or seminars.

MATHEMATICS 297R—DIRECTED STUDY

Topics and credit to be arranged. This course does not satisfy distribution requirements.

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.

MUSIC

MUSIC 101—INTRODUCTION TO MUSIC (HAP)

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

MUSIC 114—INTRODUCTION TO THEORY AND COMPOSITION (HAP)

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

MUSIC 200—MUSIC, SOCIETY AND CULTURE (HSC)

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

MUSIC 204—MUSIC CULTURES OF THE WORLD (HAP)

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

MUSIC 299R—INDEPENDENT STUDY

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

MUSIC 300R—OXFORD CHORALE

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

MUSIC 300V—OXFORD CHAMBER ENSEMBLE

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

MUSIC 310—APPLIED MUSIC, NON-MAJORS

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

MUSIC 389R—SPECIAL TOPICS IN MUSIC HISTORY

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

OXFORD STUDIES**OXST 100R—OXFORD STUDIES**

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

PHILOSOPHY**PHILOSOPHY 100—INTRODUCTION TO PHILOSOPHY (HAP)**

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

PHILOSOPHY 110—INTRODUCTION TO LOGIC (MQR)

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

PHILOSOPHY 115—INTRODUCTION TO ETHICS (HAP)

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

PHILOSOPHY 120—INTRODUCTION TO SOCIAL AND POLITICAL PHILOSOPHY (HAP)

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 131—INTRODUCTION TO THE PHILOSOPHY OF RELIGION (HAP)

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

PHILOSOPHY 200—ANCIENT GREEK AND MEDIEVAL PHILOSOPHY (HSC)

Fall. 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)

Fall. 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)

Spring. Credit, four hours. No prerequisites but is more suitable for sophomores or students who have taken English 185. This course will introduce principal figures and topics in 19th and 20th century philosophy.

PHILOSOPHY 282R—DIRECTED STUDY

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

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 relat-

ed to cardiovascular conditioning, muscular strength and resistance, and plyometric training.

PHYSICAL EDUCATION 107—FITNESS RUNNING (PPF)

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

PHYSICAL EDUCATION 109—MAT PILATES/DANCE MOVEMENT EXERCISE (PPF)

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

PHYSICAL EDUCATION 110—BEGINNING SWIMMING (PED)

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

PHYSICAL EDUCATION 111—INTERMEDIATE BEGINNING SWIMMING (PED)

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

PHYSICAL EDUCATION 112—FITNESS SWIMMING AND WATER CARDIO/CORE CONDITIONING FOR SWIMMERS (PPF)

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

PHYSICAL EDUCATION 113—LIFEGUARD TRAINING (PED)

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

PHYSICAL EDUCATION 120—SKIN AND SCUBA DIVING (PED)

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

PHYSICAL EDUCATION 121—RECREATIONAL DANCE (PED)

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

PHYSICAL EDUCATION 122—BEGINNING TENNIS (PED)

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

PHYSICAL EDUCATION 124—TAI CHI CHUAN AND QI GONG MEDITATION (PED)

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

PHYSICAL EDUCATION 125—BADMINTON (PED)

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

PHYSICAL EDUCATION 126—BEGINNING GOLF (PED)

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

PHYSICAL EDUCATION 127—BEGINNING TAI CHI CHUAN (PED)

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

PHYSICAL EDUCATION 128—YOGA (PED)

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

PHYSICAL EDUCATION 129—KARATE AND SELF DEFENSE (PED)

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

PHYSICAL EDUCATION 130—STRESS MANAGEMENT ACTIVITY (PED)

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

PHYSICAL EDUCATION 132—OUTDOOR CONNECTION (PED)

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

PHYSICAL EDUCATION 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 139—YOGA AND BALLROOM DANCE (PED)

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

PHYSICAL EDUCATION 140—YOGA AND FOLK DANCE (PED)

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

PHYSICAL EDUCATION 141—BEGINNING MODERN DANCE TECHNIQUE (PED)

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

PHYSICAL EDUCATION 143—TEAM SPORTS: SOCCER AND BASKETBALL (PED)

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

PHYSICAL EDUCATION 144—TEAM SPORTS: VOLLEYBALL/SOFTBALL (PED)

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

PHYSICAL EDUCATION 146—TOPICS IN LIFETIME ACTIVITIES – BIKING 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 150—PLAY OXFORD AND PHYSICAL EDUCATION (PPF)

Fall, Spring. Credit, one hour. Play Oxford is designed to offer an opportunity for students to complete a physical education course by participating once a week in instructor-led class sessions plus independent participation in the Play Oxford program. Play Oxford is a program that is paired with a particular physical education course in which students engage in personal fitness through a structured, supervised, yet flexible, active lifestyle program. Students who have registered for this class are responsible for participating in Play Oxford Program including orientation lectures and various activities. They must complete at least 21 hours to 30 hours of physical activity in 14 weeks. Each week they must finish at least one hour of self-guided activity, based on Play Oxford guidelines.

PHYSICAL EDUCATION 160—VARSITY TENNIS (MEN/WOMEN), VARSITY SOCCER (MEN/WOMEN), VARSITY BASKETBALL (MEN), VARSITY GOLF (MEN/WOMEN), VARSITY CROSS COUNTRY (PPF)

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

PHYSICAL EDUCATION 161—VARSITY SPORT—MEN'S SOCCER (PED)

Fall, 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)

Fall, 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)

Fall, 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)

Fall, 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)

Fall, Spring. Credit, One hour. For athletes participating and meeting the requirements to earn credit with the men's basketball 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. Four hours of lecture and one three-hour laboratory per week.

PHYSICS 142—INTRODUCTORY PHYSICS II WITH LABORATORY (SNT)

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

PHYSICS 151—GENERAL PHYSICS: MECHANICS WITH LABORATORY (SNT)

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

PHYSICS 152—GENERAL PHYSICS: ELECTRICITY, MAGNETISM, AND OPTICS WITH LAB (SNT)

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

PHYSICS 253—MODERN PHYSICS WITH LABORATORY (SNT)

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

PHYSICS 380R—SPECIAL TOPICS IN PHYSICS

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

PHYSICS 397R—DIRECTED STUDY

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

PHYSICS 399R—UNDERGRADUATE RESEARCH

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

POLITICAL SCIENCE

POLITICAL SCIENCE 100—NATIONAL POLITICS IN THE UNITED STATES (HSC)

Fall. Credit, four 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 101Q—INTRODUCTION TO POLITICS (HSC)

Fall, Spring. Credit, four hours. This course (or Political Science 101) is a co-requisite for Political Science 100, 110, and 120, and a prerequisite for all other political science courses. Approaches to the study of politics and comparison of political systems, including democratic and authoritarian regimes, within the context of Western civilization.

POLITICAL SCIENCE 101—INTRODUCTION TO POLITICS (HSC)

Fall, Spring. Credit, four hours. This course (or Political Science 101Q) is a co-requisite for Political Science 100, 110, and 120, and a prerequisite for all other political science courses. Approaches to the study of politics and comparison of political systems, including democratic and authoritarian regimes, within the context of Western civilization.

POLITICAL SCIENCE 110—INTRODUCTION TO INTERNATIONAL POLITICS (HSC)

TBA. Credit, four hours. Prerequisite/Co-requisite: Political Science 101. Introduction to analytical concepts, the nature of the interstate system, the assumptions and ideas of diplomacy, and the determinants of foreign policy.

POLITICAL SCIENCE 113—THE GENESIS OF THREE MAJOR WORLD ISSUES

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

POLITICAL SCIENCE 120—INTRODUCTION TO COMPARATIVE POLITICS (HSC)

Fall, Spring. Credit, four hours. Prerequisite/Co-requisite: Political Science 101Q. This course provides an introduction to the comparative study of modern political systems. It outlines the major concepts and methods of comparative political analysis and applies them to a selection of advanced industrial democracies, communist and post-communist states, and developing countries. In each case, we will examine the key institutions and patterns of political behavior, as well as, the historical and social context of present-day politics.

POLITICAL SCIENCE 200—INTERMEDIATE NATIONAL POLITICS OF THE US (HSC)

Spring. Credit, four 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 210—INTERMEDIATE INTERNATIONAL POLITICS (HSC)

Spring. Credit, Four 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.

POLITICAL SCIENCE 220—INTERMEDIATE COMPARATIVE POLITICS

Spring. Credit, four 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.

POLITICAL SCIENCE 208Q—RESEARCH DESIGN METHODS (HSC)

Spring. Credit, four 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 301—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 302—MODERN POLITICAL THOUGHT (HAP)

Spring. Credit, four hours. Prerequisite: Political Science 101. Political thought in the modern period, from Machiavelli through the 19th century.

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

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

POLITICAL SCIENCE 306—HUMAN NATURE IN POLITICS FROM THE FEMININE PERSPECTIVE (HAP)

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

POLITICAL SCIENCE 320 WR—POLITICAL VIOLENCE (HSC)

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

POLITICAL SCIENCE 352—CONSTITUTIONAL LAW (HSC)

Fall. Credit, four hours. Prerequisite: Political Science 101; and Political Science 100 or permission of instructor. Basic principles of the Constitution and powers of the national and state governments, examined through Supreme Court decisions and secondary works.

POLITICAL SCIENCE 353—CIVIL LIBERTIES (HSC)

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

POLITICAL SCIENCE 354—CRIMINAL JUSTICE (HSC)

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

POLITICAL SCIENCE 397R—DIRECTED STUDY

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

PSYCHOLOGY**PSYCHOLOGY 110—INTRODUCTION TO PSYCHOBIOLOGY AND COGNITION (SNT)**

Fall, Spring. Credit, four hours. This course is one of a two-course introduction to psychology. There are no prerequisites to enroll, and it is required for the major. This course will introduce the field of contemporary psychology from the perspective of research in biological psychology. It will examine the mechanics and functions of the nervous system and how the operations of this system relate to everyday human functioning. Some specific areas of focus may include neuroanatomy, sensation, perception, learning, memory, emotions, stress, and drugs. Students will also learn how these concepts relate to realworld phenomena, including some areas of controversy and topics presented in the media. AP Psychology credits do not count towards this course.

PSYCHOLOGY 111—INTRODUCTION TO DEVELOPMENT, SOCIAL BEHAVIOR, AND INDIVIDUAL DIFFERENCES (HSC)

Fall, Spring. Credit, four hours. This course is one of a two-course introduction to psychology. There are no prerequisites to enroll, and it is required for the major. It will cover in broad brushstrokes the major areas of experimental design, social psychology, social and emotional development, personality measurement and theory, psychopathology, and therapeutic interventions. Emphasis will be on the empirical foundations of psychological knowledge and on fostering students' critical thinking about behavior. AP Psychology credits of 4 or 5 will count as Psychology 111.

PSYCHOLOGY 205—CHILD DEVELOPMENT (HSC)

Fall, Spring. Credit, four hours. There are no prerequisites to enroll, it fulfills a breadth requirement for the major, and is a required course for nursing students. This course surveys different theories and research concerned with the development of human cognition, personality, and social behavior from infancy through early adolescence. It is centered upon how the ways individuals interact with the world and with each other change dramatically from birth to adolescence. The first goal of child development is to trace changes during infancy, the preschool years, middle childhood, and adolescence in the domains of cognition, language, social behavior, and self concept. The second goal of the course is to examine the factors that influence the course of development, including heredity and the social, cultural, family, and physical environment.

PSYCHOLOGY 210—ADULT PSYCHOPATHOLOGY (ADULT ABNORMAL BEHAVIOR) (SNT)

Spring. Credit, four hours. Prerequisite: EITHER Psych 110 or 111. This course fulfills a breadth requirement for the major. Coverage of all major adult psychological disorders in terms of their etiology, diagnosis, and treatment. Particular emphasis will be placed on: (1) exposing students to the major theoretical and conceptual models of abnormal behavior, and (2) providing students with the skills to become more critical consumers of the burgeoning literature on psychopathology.

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

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

PSYCHOLOGY 305—PSYCHOLOGY OF GENDER (HSC)

Fall. Credit, four hours. No prerequisite. This course is an elective for the major and is cross listed with Women's Studies 305. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

PSYCHOLOGY 312—PSYCHOLOGICAL CONCEPTIONS OF GIFTEDNESS (HSC)

Fall. Credit, four hours. Prerequisite: EITHER Psych 110 or 111. This course is an elective for the major. 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, four hours. There are no prerequisites to enroll, it fulfills a breadth requirement for the major, and is an NBB elective. This course is a survey of the neurobehavioral effects of the various classes of psychoactive drugs, e.g., stimulants, tranquilizers, hallucinogens, etc. Although human experience is taken as the starting point of each drug effect covered, most of the experimental data presented are concerned with attempts to understand behavioral drug effects using nonhuman animal models. A fundamental idea is that by understanding the brain mechanisms through which psychoactive drugs exert their effects, we can understand the brain mechanisms of pain, perception, anxiety, schizophrenia, depression, etc.

PSYCHOLOGY 330Q—PERSONALITY THEORIES (HSC)

Spring, Credit, four hours. Prerequisite: EITHER Psych 110 or 111. This course fulfills a breadth requirement for the major. Examination of the major personality theories as well as the research that informs the theories.

PSYCHOLOGY 360—FOUNDATIONS OF LEADERSHIP

Spring, Credit, four hours. Psych 111 is a recommended but not required prerequisite. This is a required course for the Pierce Leadership Certificate and is an elective for the Psychology Major. Students will study the development and changing nature of effective, ethical leadership.

PSYCHOLOGY 385R—SPECIAL TOPICS IN PSYCHOLOGY

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

PSYCHOLOGY 397R—DIRECTED STUDY

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

QUANTITATIVE THEORY 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, regression, and nonparametric tests. The class consists of lectures and a weekly lab session. The lectures introduce statistical concepts and theory, and the lab session applies those lessons using the statistical software R.

The following departments require QTM100 as a part of their major coursework: neuroscience and behavioral biology, psychology, anthropology, educational studies, human health, and sociology.

RELIGION

RELIGION 100—INTRODUCTION TO RELIGION (HSC)

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

RELIGION 150—INTRODUCTION TO SACRED TEXTS (HAP)

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

RELIGION 205—BIBLICAL LITERATURE (HAP)

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

RELIGION 211—WESTERN RELIGIOUS TRADITIONS (HSC)

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

RELIGION 212—ASIAN RELIGIOUS TRADITIONS (HAP)

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

RELIGION 247—PORTRAITS OF JESUS: ART AND THE INTERPRETATION OF THE GOSPELS

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

RELIGION 314—ISLAM (HSC)

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

RELIGION 323—DEATH AND DYING IN WORLD RELIGIONS (HSC)

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

RELIGION 345—THE ETHICS OF JESUS (HSC)

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

RELIGION 348—THE NEW TESTAMENT IN ITS CONTEXT (HAP)

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

RELIGION 370R—SPECIAL TOPICS: RELIGION AND CULTURE

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

RELIGION 373R—SPECIAL TOPICS IN RELIGIOUS STUDIES

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

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

Fall, Spring. Credit, four hours. Introduction to the scientific study of human group behavior. Emphasis on definition of analytical concepts

and tools for the exploration of significant data in social organizations, culture, institutions, and social change.

SOCIOLOGY 214—CLASS/STATUS/POWER (HSC)

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

SOCIOLOGY 215N—SOCIAL PROBLEMS (HSC)

Interim. Off-campus course. On-demand by a minimum of twelve students. Credit, four hours. Prerequisite: Sociology 101 or permission of instructor. This seminar includes outside readings and discussions once a week for eight weeks during the fall semester. During January, 10 intensive sessions are held in Atlanta, with observations in prisons, courts, hospitals, and social service agencies.

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

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

SOCIOLOGY 231R—SOCIAL CHANGE IN DEVELOPING SOCIETIES

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

SOCIOLOGY 235—DEVIANT BEHAVIOR (HSC)

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

SOCIOLOGY 240—SOCIOLOGY OF FOOD (HSC)

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

SOCIOLOGY 245—INDIVIDUAL AND SOCIETY (HSC)

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

SOCIOLOGY 248—SOCIOLOGY OF SUSTAINABILITY (HSC)

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

SOCIOLOGY 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 348—OLD PEOPLE IN SOCIETY (HSC)

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

SOCIOLOGY 389R—SPECIAL TOPICS IN SOCIOLOGY

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

SOCIOLOGY 397R—DIRECTED STUDY

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. This course may be taught by Oxford faculty in summer session in Spain.

SPANISH 201—INTERMEDIATE SPANISH I (HAL)

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

SPANISH 202—INTERMEDIATE SPANISH II (HAL)

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

SPANISH 212—ADVANCED SPANISH PRACTICE (HAL)

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

SPANISH 300—READING IN SPANISH: TEXTS AND CONTEXTS (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 212 or Spanish 215 or permission of instructor. The foundation course for the major and minor. A course 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 318—ADVANCED WRITING IN SPANISH (HALW)

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

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

Spring (alternate years). Credit, four hours. Prerequisite: Spanish 212, or consent of instructor. Study of Hispanic authors, genres, literary periods, cinema, or cultural trends not represented in the regular curriculum. The

structure of the particular course is determined by the nature of the topic and the preference of the instructor.

THEATER STUDIES

THEATER STUDIES 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 playwrighting. 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 18th century. Primarily literary analysis of representative plays, with attention paid to audiences and historical context. Areas of concentration are Greek tragedy, Shakespeare, and 18th-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 18th century through the 20th century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater in the modern period. May be taken without Theater 215. Required for theater studies majors.

WOMEN'S, GENDER, AND SEXUALITY STUDIES

WOMEN'S, GENDER, AND SEXUALITY STUDIES 100—INTRODUCTION TO WOMEN'S STUDIES (HSC)

Fall. Credit, four hours. A survey course introducing the fundamental concepts and tools of analyses in the academic field of women's studies, including the social practices, cultural representations and institutions that establish masculinity and femininity as normative and a historical

presentation of feminist movements, both nationally and globally, to understand the significant impact of feminist activism on our lives.

WOMEN'S, GENDER, AND SEXUALITY STUDIES 200—GENDER, RACE, CLASS AND SEXUALITY (HSC)

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

WOMEN'S, GENDER, AND SEXUALITY STUDIES 300—TRANSNATIONAL FEMINISMS: ACTIVISION IN GLOBAL CONTEXTS (HSC)

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

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

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

WOMEN'S, GENDER ,AND SEXUALITY STUDIES 385R—SPECIAL TOPICS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES (HAP OR HSC, DEPENDING ON TOPIC) / CROSSLISTED FOR PHILOSOPHY 382R

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

Educational Resources

LIBRARIES

Oxford Library and Academic Commons

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

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

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

- Library staff 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 books, 100,000 electronic journals, and 900 article databases.
- Books requested from any of the Emory libraries are delivered directly to the Oxford campus.
- Interlibrary Loan request system—get resources you need that are not available at any Emory libraries.
- Dynamic DVD collection, the ability to check out MacBooks and iPads for 24 hours, and access to a variety of A/V equipment, including phone chargers, data projectors, flip video cameras, and tripods.
- Technology-rich group study spaces that may be reserved online.
- Writing Center services are located in the library.

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

INFORMATION TECHNOLOGY FACILITIES

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

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

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

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

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

WRITING CENTER

The Oxford Writing Center offers tutoring in writing and composition for any class. The tutors are students with diverse majors and interests who can help their peers with critical thinking, structure, organization, style, grammar, and citation mechanics. The Writing Center is on the second floor of the Oxford library and is open 25 to 30 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, located in Pierce Hall, offers help and support for all classes offered by the Department of Mathematics and Computer Science at Oxford. 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).

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

ENGLISH AS A SECOND LANGUAGE (ESL)

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

SUPPLEMENTAL INSTRUCTION

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

ACCESS, DISABILITY SERVICES, AND RESOURCES (ADSR)

Access, Disability Services, and Resources (ADSR) provides academic services and accommodations for students with diagnosed disabilities. Students are responsible for initiating the accommodation request process by self-disclosing their disability directly to the ADSR office. All requests and materials are handled in the strictest of confidence. The documentation provided regarding the disability diagnosis must demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, amended as of 2008. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. If you are interested in learning more about ADSR or would like to begin the registration process, email adsroxford@emory.edu or call 770-784-4690. ADSR office hours are Monday through Friday from 9:00 a.m. to 5:00 p.m. at the Oxford campus located across the hall from the Student Health, Counseling, and Career Services Building in 134 Project Room, East Village Murdy Hall.

STUDENT HEALTH SERVICE

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

To obtain more information about Student Health Service, please call 770-784-8376 or visit our website at oxford.emory.edu/student-health.

REQUIRED HEALTH FORMS

Three health forms are required—the Entrance Medical Record that includes immunization requirements, the Authorization for Use/Disclosure of Protected Health Information, and the State of Georgia Meningococcal Vaccination Acknowledgement Form for Students Living in On-Campus Housing. These forms are available online at oxford.emory.edu/health-forms/.

INSURANCE

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

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

Please visit the Emory University website on Student Health Insurance for more information.

COUNSELING AND CAREER SERVICES

Counseling and Career Services (CCS) offers behavioral health and career counseling services to enrolled Oxford students. Services offered include individual therapy, couples therapy, psychiatry services, career counseling and assessment, outreach programming, consultation, and referral to appropriate on-campus and off-campus resources. (It is the policy of Emory University that CCS psychiatrists do not provide evaluations or prescriptions for stimulant medications, such as Adderall, Ritalin, or Concerta, for the treatment of Attention Deficit Hyperactivity Disorder). Behavioral health counselors help students adjust to college, improve study skills, cope with academic, social and family stress, and manage depression, anxiety, and various other mental health concerns.

Career counselors help students explore career options, decide a major, write resumes and cover letters, search for internships, and develop interviewing and networking skills.

All CCS services are free and confidential. For additional information, please refer to the CCS website at oxford.emory.edu/counseling.

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

Oxford student parking permit fee is \$125 per semester. Students must register for their parking permit online for one or both semesters. The deadline for parking permit registration for fall and spring is June 15 and December 1, respectively. Registration after these dates will be considered late and a \$25 late registration fee will be applied to the parking

permit fee. The parking permit fee will be billed per semester and included in the pre-term registration bill. A prorated refund will be applicable to all students who cancel their registration through the seventh calendar day after the first day of classes. Refunds will be calculated based on the college tuition refund policy and the schedule for tuition forfeitures.

One registered online the Campus Police will notify you by email about where to pick up your permit once you arrive on campus; freshmen generally receive their permits at Freshmen Orientation. Your state vehicle registration for your license plate must be presented when picking up your parking permit. Please call 770-784-8498 weekdays to speak with the parking officer if you have any questions or write to oxcampuspolice@emory.edu.

Parking availability is limited. Returning students are always notified by email to pre-register in May of each academic year for the following fall semester and Enrollment will notify new students to register before June 15 as well. Returning students who fail to pre-register their vehicles will be approved on a first-come, first-served basis.

ORAU

Since 1946 Emory students and faculty have benefited from the university's membership in Oak Ridge Associated Universities (ORAU), a consortium of 96 colleges and universities and a contractor for the US Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

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

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

For more information about ORAU and its programs, call 865-576-3306 or visit www.orau.org.

Admission

REQUIREMENTS

First-year student applicants to Oxford must submit entrance credentials indicating graduation from a secondary school with at least 16 acceptable units of work. Oxford strongly recommends the following: Subject Years, English 4, Mathematics (including Algebra II) 4, Foreign language 2, Social studies 3, Laboratory sciences 3

The applicant must also present satisfactory scores on the examinations of the College Entrance Examination Board (SAT: Oxford College code number 5186) or the American College Testing Program (ACT: Oxford College code number 0815). Emory University is a Common Application exclusive institution; visit commonapp.org to begin the admission application process. Or visit us online at oxford.emory.edu.

APPLICATION PROCEDURE

Application Fee

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

Admission Plans

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

Early Decision

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

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

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

Regular Decision

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

Deadline: December 1 (Spring term).

Students who select Regular Decision for Oxford College may also select Early Decision I, Early Decision II, or Regular Decision for Emory College. However, a student must withdraw their Oxford application and deposit

at Emory College if admitted to Emory College through the Early Decision I or Early Decision II plan.

Oxford Scholars Program

Deadline: November 15. Notification: December 15

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

Early Admission

Deadline: January 15. Notification: April 1

Academically exceptional students wishing to enter college after completing the eleventh grade may apply for early admission. Candidates are expected to complete all requirements for regular admission and meet the same standards of eligibility. Candidates must take the SAT I or ACT prior to the application deadline. A personal interview is highly recommended for early admission candidates.

Joint Enrollment

Deadline: June 15. Notification: August 1

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

Admission Decisions

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

Accelerated Degree Programs

GENERAL GUIDELINES

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

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

ADVANCED PLACEMENT (AP)

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

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

INTERNATIONAL BACCALAUREATE (IB)

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

COLLEGE CREDIT

Students who have taken college courses to supplement their high school program should apply as a freshmen applicant. Dual/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 services. No more than 24 semester hours of credit will be granted for combined AP, IB, or college credit course work with a minimum of forty-two credit hours to be completed in residence at Oxford College.

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

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

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

Financial Information

EXPENSES

Basic Cost

Basic expenses for the academic year 2016–2017 are approximately \$27,630 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 2016–2017 semester tuition charge of \$21,300 includes full-time instruction in an average program of study, use of facilities and equipment, medical and health service, and library service. Students who do not waive their health insurance option will be billed for health insurance.

Part-time students (with a course load of fewer than twelve semester hours) are charged \$1,775 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 \$1,331 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 2016–2017 cost of room and board averages \$3,894 for room and \$2,109 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. A student placed on Honor Council probation will automatically lose his or her grant and scholarship. Students with less than a 3.0 GPA will have their grant eligibility reduced by the GA Hope scholarship award equivalent regardless of the state they reside. Students with less than a 2.0 GPA will have their grant eligibility reduced by a determined percentage, and will not receive 100 percent of their institutional grant eligibility. Oxford uses both the College Scholarship Service Profile and the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid. The College Scholarship Service is a cooperative program for handling confidential statements submitted by parents in support of applications for financial assistance.

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

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 recipients are expected to remain enrolled on the Oxford campus for four semesters.

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

Robert W. Woodruff Scholars

The Robert W. Woodruff scholarship competition is for high school seniors who have demonstrated qualities of forceful and unselfish character, intellectual and personal vigor, and outstanding academic achievement, impressive skills in communication, significant leadership and creativity in school or community, and clear potential for enriching the lives of their contemporaries at Emory University.

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

Dean's Scholars

These full-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. Each student must maintain a 3.4 grade-point average to continue as a Dean's Scholar. All students who apply for admission to Oxford College by November 15 and check the scholarship box on the Common Application are automatically considered for these awards and will be notified by February 1 if selected as a scholar candidate.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. All students are expected to remain enrolled on the Oxford campus for four semesters.

Pierce Student Scholarships for Off-Campus Studies

The Pierce Institute for Leadership and Community Engagement funds scholarships for qualifying students who participate in Oxford College off-campus courses or programs. These scholarships are primarily directed to students requiring financial assistance to pay the additional costs that these programs often entail.

Faculty Scholars

These half-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.4 grade-point average to continue as Faculty Scholars. All students who apply for admission by November 15 and check the scholarship box on the Common application Supplement are automatically considered for these awards and will be notified by February 1 if selected as a scholar candidate. Outstanding sophomore students also may be selected to receive these scholarships if funds are available.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability or veteran's status. All students are expected to remain enrolled on the Oxford campus for four semesters.

Emory Achievement Awards

These scholarships range from \$5,000 to \$15,000 per year for four years with two years at Oxford College and two years on the Atlanta campus. These are awarded annually. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.0 grade-point average to continue as Oxford Achievement Award Scholars.

Alumni Scholars

These scholarships are funded at \$2,500 each and are provided annually through generous donations from Oxford College alumni. Selection is based on demonstrated academic achievement and leadership capabilities.

SOPHOMORE SCHOLARSHIPS

Brad Edwards Leadership Award

Established in 1990 in memory of Oxford student Bradley Patrick Edwards by his parents, Mr. and Mrs. J. Joseph Edwards, and friends. The one-half tuition scholarship is presented to two rising sophomores at Oxford College with outstanding character and who cares deeply for his or her fellow students, school, and community as demonstrated by broad-based involvement and leadership. The recipient must maintain a 2.5 GPA while at Oxford.

Cody Family Scholarship

The Cody Family Scholarship was established in 2001 by Dr. William Cody, associate professor of political science, and his wife Mildred, to benefit rising sophomores.

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 www.gacollege411.org. The amount of the grant varies each year. The Financial Aid Office at Oxford will have information on funding amounts each summer.

Georgia HOPE Scholarships are available for each entering student designated by his or her high school as a HOPE Scholar and each returning student maintaining a grade-point average of at least a 3.0.

PART-TIME JOBS, LOANS, AND VETERAN'S BENEFITS

Information concerning part-time jobs in offices, the library, the dining hall, residence halls, and laboratories; loan funds available to prospective students; and financial benefits available to veterans or their dependents may be obtained from the Financial Aid Office, Oxford College, 122 Few Circle, Oxford, Georgia 30054.

NAMED SCHOLARSHIPS

In addition to the financial assistance for students provided in the operating budget of Oxford College, there are forty-three endowed scholarships that have been given as charitable investments in youth and in memory of friends and loved ones. Friends and alumni interested in establishing such scholarships are invited to contact Oxford's Office of Development

and Alumni Relations. These scholarships are awarded by the Office of Financial Aid based on financial need as determined from the FAFSA and PROFILE.

Dr. Arthur Nicholas Anderson Jr. Memorial Scholarship

Established in 1977 by Mrs. Betty C. Anderson in memory of her husband, a member of Oxford's class of 1938.

Josiah K. Bates Scholarship

Established in 1993 as a bequest from the estate of Josiah K. Bates, who graduated from Oxford College in 1954.

W. A. C. Baker Scholarship

Established in 1985 by Ouida Shearhouse in memory of her father, W. A. C. Baker. ph

Clark and Ruby Baker Scholarship

Established in 1974 through the estate of Clark and Ruby Baker.

C. R. Bard Scholarship

This scholarship is awarded to a second semester freshman with a proven record of excellence in the math/science curriculum. This award also comes possible with the benefit of a possible summer internship at the local Bard plant.

Jackie and Clifford Bell Scholarship

Established in 1993 by Clifford A. Bell 46OX 50C for a deserving high school graduate from Washington County and surrounding areas on the basis of merit and need.

Judith and Edred Benton III Scholarship

Established in 2004 by Harry L. Gilham Jr. of Atlanta, James S. Benton 59OX of Augusta, and other members of the Benton family in memory of Edred C. Benton III 57OX 62D 66D, and his wife, Judith Grandy Benton.

Dr. William Troy Bivings Scholarship

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

Reverend W. Marion Bloodworth Scholarship

Established in 2001 by Mrs. Gladys Bloodworth of Des Moines, Iowa, in memory of her husband, Reverend W. Marion Bloodworth 49OX 59T.

John Bostwick Scholarship

Established in 1997 by Dr. John Bostwick III 62OX, a member of the Oxford College Board of Counselors and renowned plastic surgeon at Emory University Hospital.

Dean Stephen Bowen Scholarship

The Bowen Scholarship was established in 2016 by alumni and friends to honor the retirement of Dean Stephen Bowen from Oxford College. This scholarship will be awarded annually based on need and merit.

Branham Scholarship

Provided through the estate of Elizabeth F. Branham in memory of her grandparents, the Reverend and Mrs. W. R. Branham Sr.; her parents, the Reverend and Mrs. W. R. Branham Jr.; and Miss Lynn Branham.

Edwin J. and ReLee Brown Scholarship

Established in 1958 by Mr. Phil Buchheit, publisher of the Spartanburg, South Carolina, Herald-Journal, and friends in memory of Mr. E. J. Brown, a former faculty member.

Edmond Weyman Camp Jr. Scholarship

Started in 1978 by members of the Camp family and friends in honor of Dr. Edmond Weyman Camp Jr., a former member of the Oxford faculty who graduated from the Emory University School of Medicine in 1935.

Wilbur "Squire" Carlton Scholarship

Established by former students in the class of 1946, and completed by Dr. Adrian Grass 49OX, in memory of Squire Carlton, who taught Latin at Oxford College from 1926 to 1974.

Class of 1967 Scholarship

Established by the Oxford Class of 1967 to show their commitment to the continuation of student scholarship support at Oxford.

Cline Family Fellowship

Established in 1985 by John Cline, Pierce Cline, and Lucie Cline Huie, and awarded to musically talented students who agree to participate in the music program of Oxford College and Allen Memorial United Methodist Church.

Robert Trulock Dickson Scholarship

Established in 2008 by Dr. R. Trulock Dickson 72OX 74C of North Carolina. This scholarship is awarded yearly to a qualified student from the Georgia counties of Berrien and Grady.

Harold and Lucille Dobbs Scholarship

Established in 1988 by Denny Dobbs, a 1965 Oxford College graduate, in memory of his parents.

Willie D. and Carmen DuBois Scholarship

Established in 1990 through the estates of Carmen and Willie DuBois.

Fran Hardy Elizer Scholarship

Established in 2001 by her husband, Marshall Elizer.

Marshall R. Elizer Scholarship

Funded in 1987 by alumni and friends of Oxford College in honor of Marshall R. Elizer, who served as business manager, director of student services, and professor of mathematics from 1946 to 1978.

Reverend and Mrs. R.A. Etheridge Scholarship

Given in 1968 by the Reverend Roy P. Etheridge 1915OX, a retired United Methodist minister, in memory of his parents, Robert A. and Harriet K. Etheridge.

Jennifer Lea Evans Award

The Jennifer Evans Award is awarded annually to a rising senior in Emory College who has exhibited passion for caring for sick, injured, or disabled children, and who has demonstrated throughout his or her high school and college years a love and capacity for working with children. Preference will be shown to those candidates who are Oxford originating students and pre-medical school students. The award is to be used to cover educational expenses in his or her senior year in Emory College.

Dean N. Bond Fleming Scholarship

Funded in 1976 by gifts from alumni and friends of Oxford College in honor of Neal Bond Fleming, Dean of Oxford College from 1966 to 1976.

Franklin Foundation Scholarship

Established in 1993 by the John and Mary Franklin Foundation.

B. Lisa Friddell, MD Memorial Scholarship

Established in 1996 in memory of Dr. B. Lisa Friddell 86OX 88C by the physicians and coworkers of Affinity Health Group in Albany, Georgia, where she practiced. This scholarship is for a student who intends to study medicine.

Godfrey Scholarship

Established in 1957 by Mr. and Mrs. S. Charles Candler of Madison, Georgia, in memory of Mr. and Mrs. P. W. Godfrey, Mrs. Candler's parents.

Adrian L. Grass Scholarship

Established in 1999 by Dr. Adrian L. Grass 49 OX of El Paso, Texas.

John W. and Sara M. Gregory Scholarship

Established in 1987 in honor of John and Sara Gregory. John Gregory taught literature at Oxford College for 32 years. Sara began as a chemistry professor and then served as the Oxford librarian for 18 years.

Sara McDowell Gregory Memorial Scholarship

Established in 2011 by John W. Gregory Sr. This scholarship is for an Oxford student library assistant demonstrating need and merit.

Orin Thomas Grier Scholarship

Established in 2001 through the estate of Orin Thomas Grier 59OX of San Francisco. It is awarded annually on the basis of need with preference to Georgia students.

Orin Thomas Grier Study Abroad Scholarship

Established in 2001 through the estate of Orin Thomas Grier 59OX of San Francisco. It is awarded annually on the basis of need with preference to Georgia students who enroll at Oxford and who participate in Oxford's study abroad program.

James Shook Hammons Scholarship

Established in 2001 through the estate of Sara M. Hammons of Brunswick, Georgia, in honor of her brother, James Shook Hammons.

Bobbie and Curry T. Haynes Scholarship

Funded in 1978 by gifts from alumni and friends of Oxford in honor of Curry T. Haynes, professor of biology from 1945 to 1970, and Bobbie Haynes, infirmary supervisor from 1946 to 1978.

William Harrison Hightower Jr. Scholarship

Established in 1979 by William H. Hightower Jr. 34B.

Margaret Hough Scholarship

Established in 1987 by Colonel John F. Hough in honor of his wife, Margaret. Their son Jeff was a former history professor at Oxford who passed away in 1965 at the age of 28.

Butch Houston Scholarship

Established in 1990 in honor of Norman "Butch" G. Houston III 62OX 64C by Oxford College classmate Henry Mann 62OX 64C.

David J. Hughes Jr. Scholarship

Established in 1969 by Julius A. McCurdy 24C 26L in memory of his grandson, David J. Hughes Jr.

Robert Ingram Scholarship

Established in 1993 by Dr. Robert Ingram 65OX 67C of Opelika, Alabama, in memory of his parents.

A. W. Jackson Scholarship

Established in 1987 to honor Professor A. W. Jackson, physics and math professor from 1930 to 1945 and Oxford College business manager from 1945 to 1971.

Oxford Latino Engagement Scholarship

The Oxford Latino Engagement Scholarship was established in 2016 by Judge J. Antonio DelCampo 89OX 91C and Dr. Kelly Phipps DelCampo 95G, to provide scholarship assistance to Oxford College students with preference for students who demonstrate leadership in activities that work to address social, political, cultural, and professional issues affecting people in the Hispanic/Latino community.

John Lewis Keller Memorial Scholarship

Established in 2008 by family and friends to honor the memory of John Keller 04OX 07C. This scholarship is awarded annually to an Oxford sophomore who has shown excellence in participation and endurance in working through his or her disabilities.

Martin Luther King Jr. Scholarship

Funded jointly by Oxford College and the Newton County King Scholar Fund, the Martin Luther King Jr. Scholarship is awarded annually to a student from a Newton County high school 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.

J. Frederick and Mary Burns Landt Scholarship

Provided by family and friends in 1991 in memory of Dr. Fred Landt, an Oxford College professor of biology for twenty-nine years, and in honor of his wife, Mary B. Landt, an Oxford College library assistant.

Martha Lokey Lovett Scholarship

The Martha Lokey Lovett Scholarship was established in 2015 by Martha Lovett 56OX 58C is to help support students at Oxford. Martha Lokey Lovett was the first president of Dooley's Dolls.

Worthey F. and Vara Kitchens Lunsford Scholarship

Established in 1988 by Reverend Lunsford, who graduated from Emory Academy in 1925. Reverend Lunsford was a Methodist minister who maintained an interest in Emory and Oxford College throughout his life.

Charles M. and Eloise A. Mann Scholarship

Established in 1993 by Henry Mann 62OX 64C of Atlanta and his brother, Dr. Charles Mann 57OX 62M 67MR, of Newnan, in memory of their parents.

William Arthur Matthews Scholarship

Established in 1978 by Beverly Cone Matthews Sossoman 38C in memory of her husband, Dr. William A. Matthews 32OX.

Willis L. Miller III Scholarship

Established in 2014, this scholarship provides a full-tuition scholarship for an Oxford College student with demonstrated financial need. First preference will be awarded to a student who has participated in the Student Mentoring in Life and Education (S.M.I.L.E.) program at Valdosta High School. Second preference is to award to a student from Valdosta High School. Third preference will be to award to a student from Valdosta, Georgia, or the area geographically closest to it.

H. Dean Minor Scholarship

Established in 1993 in honor of H. Dean Minor 38OX 40C by his daughter, Lucretia Minor.

Dan C. Moore Scholarship

Established in 1987, this scholarship honors Professor Dan C. Moore and his 40 years of teaching mathematics and physics.

Dr. William and Nancy Murdy Scholarship

Established in 1993 by former Oxford dean and chief executive officer, William H. Murdy, and his wife, Nancy.

Michael S. Overstreet Scholarship

The Michael S. Overstreet Scholarship was funded in 2007 by family, classmates, and friends of Michael Overstreet 76OX 78B who passed away in 2001 from non-Hodgkin's lymphoma. The scholarship's primary benefit is for children of alumni who wish to attend Oxford College to ensure that new generations may participate in the excellent education and personal relationships that the Oxford experience offers.

Alan Palmer Scholarship

The Alan Palmer Scholarship was established in 2004 by family and friends in memory of Alan Palmer 86OX 88C who was a campus leader, socially active in numerous campus activities, events, and organizations and a lover of all sports. This scholarship is awarded annually to an Oxford student who exemplifies Alan's characteristics and qualities.

Albert W. Rees Memorial Scholarship

Established in 1957 by family and friends in memory of Professor Albert W. Rees, a former superintendent of the university and academy at Oxford.

Renfroe Scholarship

Established in 1991 by Gerald and Jean Eickhoff in honor of Mrs. Eickhoff's parents, Dr. and Mrs. Carl Renfroe.

Nancy and Charles Rice Endowed Scholarship

Established in 2009 by John G. Rice in honor of his parents Charlie and Nancy Rice.

Walter Crawford Stevens Memorial Scholarship

Established in 1957 by Mrs. Marie Stevens Walker Wood of Macon, Georgia, in memory of her father, Walter Crawford Stevens, a member of the class of 1873.

E. Walton Strozier Scholarship

Established in 1979 by gifts from alumni and friends of Oxford in memory of E. Walton Strozier 1914OX, professor of social studies and a member of the faculty for 36 years. Professor Strozier retired in 1960.

Lawrence Studstill Scholarship

Established in 1900 by Ethel and Lawrence Studstill.

Charles Edwin Suber Scholarship

Established in 2011 in memory of Charles Suber 42OX.

Peter and Bessie Superty Scholarship

Established in 2000 by Peter and Bessie Superty.

Thomas Chalmers Swann III Scholarship

Given by Mrs. Julia Swann Miller Williford in memory of her son, Mr. Thomas Chalmers Swann III, a student at Oxford in 1943. This scholarship is for a worthy student from Newton County.

Dallas Tarkenton Scholarship

Established in 1997 by Alva J. Hopkins III 72OX of Folkston to honor Dr. Dallas Tarkenton, former registrar and director of admission, associate professor of social studies, and the first director of development at Oxford College from 1961 to 1974. He was instrumental in the founding of the Oxford College Board of Counselors.

John and Quida Temple Scholarship

Emory College established the scholarship in honor of John Temple's retirement from Emory University in June 2003. John Temple was formerly executive vice president and chief operating officer of Emory University. Temple came to Emory to serve as executive vice president in 1982 and retired from this position in the summer of 2003 after 20 years of service.

David L. O' Neal and Leila Thornley Scholarship

Established in 1979 by David L. and Leila Thornley O'Neal and Harriette Louisa Thornley.

Floyd Watkins Scholarship

Named in honor of the late professor Floyd C. Watkins, Emory University Charles Howard Candler Professor of American Literature, to offer support to recipients defined in accordance with his wishes, this scholarship is awarded to a rising sophomore from a small town in the South who intends to pursue studies in the humanities at Emory College. The award involves a grant for each of the three final years of the student's undergraduate career. The award recipient is determined in the spring by the English faculty with the approval of the other members of the Division of Humanities.

Alfred B. Watson and Agnes Watson Green Scholarship

Established in 2001 by Alfred B. Watson Sr. to honor his son, Al 57OX, and his daughter, Aggie 62OX.

Lettie Pate Whitehead Scholarship

Funded by the Lettie Pate Whitehead Foundation, a charitable private foundation dedicated to the support of needy women in nine southeastern states.

J. Slater Wight Scholarship

Established in 1955 by Mrs. J. S. Wight in memory of her father, J. Slater Wight.

Reverend T. Newton Wise Scholarship

Established in 1987 by Reverend and Mrs. Tillman Newton Wise. Reverend Wise graduated Oxford College in 1938 and Candler School of Theology in 1940.

William L. Wright Memorial Endowment

Established in 1990 by Edward R. Wright 52C 54G in memory of his grandfather, William L. Wright.

Virginia H. Yates Scholarship

Established in 2009 by the estate of Virginia H. Yates.

Zorn Family Oxford Scholarship

The Zorn Family Oxford Scholarship was established in 2014 by Dr. George L. Zorn 62OX 64C 68M and Jane Cobb Zorn 67BSN in honor Dr. Zorn's mother and father, Sarah Austin Zorn and Rev. George Luey Zorn to provide scholarship assistance to Oxford College students based on need and merit.

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 until completion of the AA degree.

CONTINUATION REQUIREMENTS

Oxford College continuing students must earn a total of 127 semester hours of credit (124 academic hours, a minimum of two 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 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	4	B
Biol 141	4	D
Hist 101	4	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	4	B	3	$4 \times 3 = 12$
Biol 141	4	D	1	$4 \times 1 = 4$
Hist 101	4	A	4	$4 \times 4 = 16$
PE 126	1	C	2	$1 \times 2 = 2$

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

Course	Credits	QPs
Eng 185	4	12
Biol 141	4	4
Hist 101	4	16
PE 126	1	2

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

Credits = 13

QPs = 34

GPA = QPs ÷ Credits

Semester GPA = $34 \div 13 = 2.61$

MIDTERM DEFICIENCIES

Professors notify students if their academic performance is deficient at the midpoint of the semester term. The notification will detail the student's progress and may include suggestions for improvement. Students receiving mid-term 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 mid-semester deficiencies if the student has signed a FERPA consent for the release of academic information.

ELECTRONIC STUDENT INFORMATION AND ENROLLMENT

OPUS (Online Pathway linking University Students) is Emory's Student Information System on the web. Students are able to register- add, drop, and swap courses; view unofficial transcripts, grades, schedule changes, registration appointment time, academic 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 through this web-based system.

REPORT OF GRADES

Student grades are available only on the web (OPUS) for password-protected viewing.

CHANGING COURSES

A student may change courses until the end of the Add/Drop/Swap period, which occurs on the eighth calendar day after the first day of classes each semester. During this period, classes dropped will not appear on the student's transcript. A student (with his or her adviser's approval) may add, drop, or swap classes based on registration periods indicated on the Academic Calendar.

DROPPING COURSES

Students may not drop English 185 nor English 186, during their freshman year, physical education courses (for exceptions to this policy, see below). After the Add/Drop/Swap period ends (first five days of classes), a W is given for the course 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 mid-term 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 their fifth or sixth final semester of residence, or granted permission by the associate dean for academic affairs to underload based

on documented, extenuating circumstances 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 dropped between the end of the sixth week and the last day of classes. In all other cases, course withdrawals made after the first six weeks will be assigned a WF unless the student withdraws from the college (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 FRESHMAN WITHDRAWAL

In addition, students may be allowed one voluntary withdrawal from a course after the sixth week withdrawal deadline and until the end of the 10th 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 assistant dean for academic services. An eligible student must complete a One Time Freshman Withdrawal form and follow the appropriate procedures as outlined above. This voluntary withdrawal policy applies to first-year students and transfer students and applies to any courses including: English 185, English 186, and Physical Education. This policy does not apply to students who are on study abroad programs.

FINAL EXAMS

Students must have the permission of the associate dean of academic affairs to take an exam earlier or later than scheduled. Permission is normally granted for medical reasons or for participating in educational programs. Leaving early for rides or flights, vacations, relatives' or friends' weddings, graduation, jobs, or having more than one exam on one day, are not considered valid reasons to request an earlier or later exam. Requests must be in writing and turned in to the Advising Support Center at least 14 days prior to the scheduled examination date.

CLASS ATTENDANCE

Each student is responsible for his or her academic progress. Students are responsible for the effects of absences from class or laboratory on their academic work. Each professor will determine class-attendance requirements and may impose penalties for excessive absences. Report of excessive absence is sent to the assistant dean for academic affairs/director of 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.

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 www.registrar.emory.edu/Students/FERPA/index.html.

Official Transcripts

Transcripts of a student's academic record may be obtained from the Office of Enrollment Services by requesting it online. Transcripts include the entire scholastic record; no incomplete or partial transcripts will be issued. Transcript requests should be made at least one week before the transcript is needed. No transcripts or official statements of any kind will be issued for students whose records show financial indebtedness to Oxford College or any other official holds on their records.

Please submit transcript request to www.registrar.emory.edu/Students/Transcripts/index.html

Effective fall 2013, there is no longer a per transcript fee cost. A special delivery (rush ordering) handling fee will be assessed for express mail service.

Repetition of Courses

Upon approval of the faculty 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) designa-

tion, 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.

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.

In all other cases, honorable withdrawal from the college after the first six weeks results in grades of W in courses the student is passing and WF in courses the student is failing at the time of withdrawal. A student who has been accused of an honor code violation may not withdraw from the 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, 40 percent; during the fourth week, 60 percent; and during the fifth week, 80 percent. There is no tuition refund after the fifth week of the semester. No refund is given if only part of the course load is reduced after the last day for approved course-schedule changes specified in the academic calendar.

Refunds for Oxford College students who are Federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendment of 1992 and any related regulations.

Involuntary Withdrawal Policy and Procedure Overview

Oxford College considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Oxford's rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the college's rules of conduct. It is intended to apply when a student's observed conduct, actions, and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the associate dean of academic affairs shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

Policy Details Criteria

A student may be withdrawn involuntarily from Oxford College if the college determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the Oxford College.

Procedure

When the associate dean of academic affairs (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 safely to participate in Oxford's program, based on a reasonable judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health and safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. The professional will, with appropriate authorization, share his/her recommendation with the associate dean of academic affairs, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Oxford. A copy of the professional's recommendation will be provided to the student, unless, in the opinion of the professional, it would be damaging to the student to do so.

If the evaluation results in a determination that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of Oxford College, no further actions shall be taken to withdraw the student from Oxford College.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health 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 re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

Informal Hearing

A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the associate dean of academic affairs by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Oxford faculty or staff member or a health professional of his/her choice. The role of the 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 non-academic misconduct will be resolved in accordance with the procedures outlined in this Code.

Continuation as a student is conditional upon compliance with the expectations of student conduct expressed or implied in this Code.

EXPECTATIONS OF CONDUCT

Oxford College of Emory University expects that all students act honorably, demonstrating a keen sense of ethical conduct. The college expects that its students behave respectfully, providing particular consideration for other people and for property. As members of a community, Oxford College expects that students act responsibly, being accountable for the safety and 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 messag-

- es; using computer or network resources in violation of copyright laws; use of computer or network resources to interfere with the normal operation of the college computer system; or any other violation of policies established by Oxford College Information Technology.
6. Violating policies established by Residential Educational Services (RES) for college-owned residential facilities, including but not limited to the RES Housing Policies and the Oxford Housing Agreement.
 7. Violating college rules, regulations, or policies.
 8. Violating the University Tobacco-Free Policy.
 9. Violating any government laws or ordinances.

RESPECT AND CONSIDERATION

1. Causing physical harm to any person, animal or living object.
2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, or other conduct that threatens or endangers the emotional or physical health or safety of any person.
3. Behaving in a manner that a reasonable person would consider alarming, disorderly, or indecent.
4. Violating the college Sexual Misconduct Policy.
5. Violating the college's Discriminatory Harassment Policy, including engaging in sexual harassment.
6. Participating, encouraging, or acquiescing in hazing.
7. Joining, administering, representing, paying dues to, or claiming membership in a banned student organization.
8. Exposing one's own genitals, buttocks, or breasts in a public place (unless specifically authorized for activities such as theater productions or class).
9. Using social media or electronic devices in a manner that violates this Code, including but not limited to, cyber bullying.

Responsibility and Accountability

1. Violating the college's Alcohol and Drug Abuse Policy including but not limited to:
 - a. Use or possession of alcoholic beverages. This includes being in the presence of alcoholic beverages and not consuming.
 - b. Intoxication.
 - c. Use or possession of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law.
 - d. Manufacture or distribution of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law.
2. Using, possessing, or storing any weapon on campus without authorization.

3. Using, possessing, or storing fireworks, explosives, or dangerous or flammable chemicals on college premises without express permission from a college official.
4. Intentionally misusing, damaging, or tampering with fire or other safety equipment, including covering or disabling a smoke detector. Additional fire safety restrictions are detailed in the student housing regulations.
5. Possession or use of items commonly associated or interpreted as paraphernalia (hookah, bong, pipes, etc.).
6. Participating in behavior considered to be inappropriate by a college official.

TRUSTWORTHINESS AND HONESTY

1. Intentional misrepresentation, including but not limited to:
 - a. Providing false or misleading information to a college official.
 - b. Filing a false or misleading report with college officials or law enforcement officials.
 - c. Manufacture, 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, which meet the criteria for medical amnesty may be resolved as outlined within the Medical Amnesty Policy.

Residential Education and Services will notify a student in writing 48 hours prior to a scheduled investigation meeting or adjudicating hearing. Failure to attend an investigation meeting will result in a hearing on the alleged misconduct before either a conduct officer or the appropriate board. Failure to attend a hearing will result in the board making a decision on the alleged misconduct without the benefit of the respondent's involvement.

Reports of alleged sexual harassment and sexual misconduct will be resolved as outlined within the Sexual Misconduct Policy.

Violations of the Law and the Code

Students may be accountable to both civil authorities and to the college for acts that constitute violations of the law and this Code. Those accused of violations of this Code are subject to the college disciplinary proceedings outlined in this Code while criminal, civil, or other college proceedings regarding the same conduct are pending. Respondents may not challenge the college disciplinary proceedings outlined in this Code on the grounds that criminal allegations of possible violations, civil actions, or other college proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The college will refer matters to federal, state, and local authorities when appropriate. The disciplinary process will proceed independent of, and not subject to, decisions made by non-college authorities.

Investigation Meeting

For cases assigned to a conduct officer for investigation, a preliminary meeting shall occur between a conduct officer and the respondent to

review the report as well as to gather the respondent's perspective on the incident. The conduct officer will explain the conduct process and also help the student understand the charges that the student allegedly violated. The purpose of this meeting is 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 re-

spondents. 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 whoever 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 as a student's conduct record:

1. Expulsion
2. Dismissal
3. Suspension
4. Conduct Probation in cases involving serious behavior and/or repeated offenses, where a decision is made to include a permanent notation on the student's Personal Performance Record.
5. Reprimand (expunged from the student's Personal Performance Record at a future date set by the Conduct Board or Conduct Investigator).

When a student is subjected to any of the actions indicated above, 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.

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 to 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 non-academic misconduct of undergraduate students;

3. Retain records of all conduct cases that result in a finding of responsibility for at least the entire tenure of a student's enrollment with the college; and
4. Establish additional policies regarding the retention and maintenance of student conduct records, and such policies shall conform to established college policies on record retention.

Nature of and Changes to the Code

Nothing in this document constitutes a contract or creates a contractual obligation on the part of Oxford College. The college reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the college. The college further reserves the right to alter or modify any statement contained in this document without prior notice. For additional and latest information, please see www.oxford.emory.edu/studentconduct.

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 chair and secretary in consultation with the faculty coordinator if, after a preliminary investigation by them, they determine that there is reasonable cause to believe that the Honor Code may have been violated. In the event that the accused does not accept the written statement of charges or does not sign acknowledging receipt, the hearing will nonetheless occur as scheduled.
- B. To receive a copy of this Honor Code and have his or her rights explained.

- C. To have an 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.

Article 6: Procedure for Expedited Hearings

A. An accused student may, in an appropriate case, request an Expedited Hearing in writing to the chair and the faculty coordinator of the Honor Council.

B. Use of the Expedited Hearing Procedure is appropriate in cases where there is evidence that the accused, who has not previously been found to have violated the Honor Code, has committed some violation of the Honor Code, and the accused student acknowledges that violation of the Honor Code and formally requests an Expedited Hearing before a

special three-person panel rather than a full hearing before the Honor Council. The accused must also waive the right to appeal before an Expedited Hearing is scheduled (see Article 4, F) and acknowledge that use of the Expedited Hearing Procedure does not in any way imply a recommendation for a lesser penalty.

- C. In each Expedited Hearing the special three-person hearing panel shall consist of:
1. The dean of academic affairs
 2. The vice chair (or another voting student member of the council), and
 3. A faculty representative of the council, who is neither the faculty coordinator nor a co-coordinator.
- D. The panel will hear an admission of violating the Honor Code directly from the accused, receive all evidence previously gathered by the investigating team, and may receive any additional statements from the accused and question the accused as the panel deems useful. After the accused student and the student's 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.

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 Com-

mittee may consult with whomever they consider appropriate in reviewing the case. Upon completion of the review, the Appeals Committee shall advise the dean of academic affairs of its recommendations.

- D. The dean of academic affairs shall promptly notify the accused in writing of the recommendation and of any action he or she is taking based thereon.

Article 8: Honor Council

There shall be a body known as the Honor Council which shall be charged with two duties:

- A. To sponsor an effective educational campaign among students for highest academic and judicial integrity at Oxford College and to promote a clear understanding throughout the college community of the issues involved in the Honor Code.
- B. To hear all cases, referred to it alleging honor violations by students. The duty of the council shall be to determine whether the accused has violated the Honor Code and to make recommendations to the dean of academic affairs.

Article 9: Membership

The Honor Council shall consist of twenty-two (22) persons—a chair, a secretary (both non-deliberating members), ten (10) student members, and ten (10) faculty members

- A. The chair is elected according to Article 9; student members are appointed according to Article 10. Faculty members are appointed according to Article 9, Section C.
- B. The chair of the Honor Council shall be appointed according to Article 10 of the Honor Code. The chair shall serve one year beginning at the end of the spring semester. The chair of the Honor Council shall be the student member receiving appointment from the current Honor Council, both faculty and student members, in consultation with the dean of academic affairs. From the student members, the Honor Council shall choose one member to serve as the secretary, another member to serve as vice chair, and two others to serve as investigators. If the chair for any reason cannot fulfill his or her term of office, the vice chair will become chair for that term; the vice chair shall share in the planning and facilitation of non-investigatory duties assigned to the chair and secretary under this Code. Four of the eligible student members will serve as voting members in each Honor Council hearing. An Investigator is eligible to serve as a voting member in any case in which he or she has

- had no prior involvement, unless otherwise disqualified under Article 9, Section E. New members will be appointed when and only when a sufficient number of voting student members is not available.
- C. Ten faculty representatives shall be appointed by the dean of academic affairs, upon approval of the faculty, to serve as members of the Honor Council. In each Honor Council hearing two faculty representatives will serve as voting members. If particular expertise is needed in a given case, an additional faculty member may be assigned by the dean of academic affairs for that case.
- D. The dean of academic affairs shall designate one faculty representative to serve as the faculty coordinator for the Honor Council. The faculty coordinator shall be the principal 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 25 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 11 student members of the Honor Council shall be appointed by the current Honor Council, both faculty and student members, in consultation with the dean of academic affairs. Eight of the student members will be appointed from the rising sophomore class, and must have completed at least two resident semesters on campus and have two semesters of normal residence work remaining on the campus. Three of the student members will be appointed from the current freshman class at the end of fall semester and will serve two full semesters on the council. Students may apply for membership on the Honor Council by providing the following materials: a petition, signed by 25 students; a statement indicating reasons for wanting to be a member of the Honor Council; two letters of recommendation from current members of the faculty. These materials will be submitted to the faculty coordinator of the Honor Council.
- D. During the summer term, the Honor Council will consist of any elected members enrolled for that term, with the chair designated from this group. Any remaining vacancies shall be filled by appointment made by the dean of academic affairs in consultation with the remaining members of the Honor Council. If no Honor Council members are present in the summer, a council will be selected by a method of the academic dean's choosing.
- E. Any member of the Honor Council holding office under the provisions of this Honor Code may be impeached if he or she is found to have engaged in gross neglect of duty or misconduct in office. Impeachment procedure shall be the same as that provided by the Honor Code for violation. An impeachment charge must be brought by a member of the Honor Council. Any student member of the Honor Council shall resign his or her office if he or she is placed on honor or conduct probation.

Article 11: Jurisdiction and Authority of the Honor Council

Jurisdiction of the Honor Council shall extend to cases involving academic misconduct and deliberate falsification in campus judicial proceedings. Faculty members may not impose honor penalties contrary to the decision of the dean of academic affairs based on findings and recommendations of the Honor Council. The dean of academic affairs shall not impose a grade penalty without permission of the appropriate faculty member.

Article 12: Miscellaneous

Wherever the title "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

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BOARD OF COUNSELORS

The Board of Counselors for Oxford College of Emory University had its original meeting on June 4, 1971. The purpose of this group of alumni and friends is to receive information about the college and to consult with the dean and other officers. The board is asked to help interpret the program and objectives of Oxford College, to assist with fund-raising for the college's priority projects, to bring to the officers of the college a reflection of opinions that will help guide the college, and to share ideas concerning resources development for the college. The overall objective is to improve and increase the service of Oxford College.

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OXFORD COLLEGE ALUMNI ASSOCIATION

The purpose of the Oxford College Alumni Association (Alumni Board) is to support and promote educational excellence at Oxford College by creating and sustaining a mechanism through which Oxford College can communicate regularly with and serve its alumni, as well as a means through which alumni may communicate with and serve Oxford College.

The association is made up of class agents who are the Alumni Board representatives for their Oxford graduation year. They are asked to inform and educate their classmates about Oxford, to provide information about Oxford's ongoing activities and future plans, and to support Oxford's

fund-raising efforts. Oxford class agents choose to volunteer, serve, and act as stewards for Oxford College and the university. Without their help, we could not educate, inform, and build relationships with Oxford alumni.

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