

A photograph of a large, historic brick building with multiple gables and chimneys, likely a part of Emory University's campus.

# 2019–2020 CATALOG



EMORY  
OXFORD  
COLLEGE



**Oxford College of Emory University**  
**Oxford College 2019–2020 Catalog**

Published by the Advising Support Center  
Oxford College, Oxford, Georgia 30054

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

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

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

If you are a person with a disability and wish to acquire this publication in an alternative format, please contact the Advising Support Center, Seney Hall, Oxford College, Oxford, Georgia 30054.

# Table of Contents

Academic Calendar . . . . .	<b>2</b>
Oxford College Profile. . . . .	<b>6</b>
Academic Program . . . . .	<b>8</b>
Degree Requirements . . . . .	<b>12</b>
Special Courses and Programs . . . . .	<b>14</b>
Academic Honors . . . . .	<b>21</b>
Emory University . . . . .	<b>22</b>
Academic Divisions at Oxford College . . . . .	<b>26</b>
Oxford College Course Descriptions . . . . .	<b>31</b>
Educational Resources . . . . .	<b>81</b>
Admission . . . . .	<b>85</b>
Credits Outside of Emory . . . . .	<b>86</b>
Financial Information . . . . .	<b>90</b>
Regulations . . . . .	<b>97</b>
Oxford College Code of Conduct. . . . .	<b>124</b>
Oxford College Student Honor Code . . . . .	<b>139</b>
Trustees, Administration, and Faculty . . . . .	<b>155</b>
Index . . . . .	<b>179</b>

# Academic Calendar 2019–2020

## FALL SEMESTER 2019

### August

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

### September

September 2	Monday	Labor Day Holiday
September 4	Wednesday	Schedule Changes End
September 13	Friday	Fall 2019 Degree Application Deadline
September 18	Wednesday	Date of Record for Reporting Enrollment

### October

October 14–15	Monday–Tuesday	Fall Break
October 16	Wednesday	Mid-Term Deficiencies Due;
October 18	Friday	Partial Withdrawal Deadline (without penalty)

### November

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

### December

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

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

### January

January 13	Monday	Connections Day for Sophomores (Atlanta)
January 14	Tuesday	First Day of Classes
January 20	Monday	MLK Holiday
January 21	Tuesday	Schedule Changes End

### February

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

### March

March 4	Wednesday	Mid-Term Deficiencies Due
March 6	Friday	Partial Withdrawal Deadline (without penalty)
March 9–13	Monday–Friday	Spring Break
March 30	Monday	Fall Pre-Registration Begins

**April**

April 3	Friday	One-Time First-Year Student Withdrawal Deadline
April 27	Monday	Classes End
April 28	Tuesday	Reading Day

**May**

April 29-May 1; May 4-6	Wednesday–Friday Monday–Wednesday	Final Exams
May 9	Saturday	End of Term
May 9	Saturday	Commencement

**SUMMER SEMESTER 2020****MAYMESTER**

May 12	Tuesday	First Day of Classes
May 12	Tuesday	End of Drop/Add
May 29	Friday	Last Day of Classes
See Syllabus for Dates		Final Exams

**REGULAR SESSION****May**

May 18	Monday	First Day of Classes
May 22	Friday	End of Drop/Add

**August**

August 5	Wednesday	Last Day of Classes
August 6–7	Thursday–Friday	Final Exams

**FIRST SESSION****May**

May 18	Monday	First Day of Classes
May 19	Friday	End of Drop/Add
May 25	Monday	Memorial Day

**June**

June 24	Wednesday	Last Day of Classes
June 25–26	Thursday–Friday	Final Exams

**SECOND SESSION****June**

June 29	Monday	First Day of Classes
June 30	Tuesday	End of Drop/Add

**July**

July 2	Thursday	Summer Degree Application Deadline
July 3	Thursday	Independence Day Holiday

**August**

August 5	Wednesday	Last Day of Classes
August 6–7	Thursday–Friday	Final Exams
August 7	Friday	End of Summer 2019, Conferral of Degree

**FALL SEMESTER 2020 (Subject to Change)****August**

August 26	Wednesday	First Day of Classes
-----------	-----------	----------------------

**September**

September 2	Wednesday	Schedule Change Ends
September 7	Monday	Labor Day Holiday
September 11	Friday	Fall Degree Application Deadline
September 16	Wednesday	Date of Record for Reporting Enrollment

**October**

October 12–13	Monday–Tuesday	Fall Break
October 14	Wednesday	Mid-Term Deficiencies Due
October 16	Friday	Partial Withdrawal Deadline (w/o penalty)

**November**

November 2	Monday	Spring Pre-Registration Begins
November 13	Friday	One-Time First-Year Student Withdrawal Deadline
November 25–27	Wednesday–Friday	Thanksgiving Break

**December**

December 8	Tuesday	Classes End
December 9	Wednesday	Reading Day
December 10–11, 14–16	Thursday–Friday, Monday–Wednesday	Final Exams
December 19	Saturday	End of Term/Conferral of Degree

**SPRING SEMESTER 2021 (Subject to Change)****January**

January 12	Tuesday	First Day of Classes
January 18	Monday	MLK Holiday
January 19	Tuesday	Schedule Changes End

**February**

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

**March**

March 3	Wednesday	Mid-Term Deficiencies Due
March 5	Friday	Partial Withdrawal Deadline
March 8–12	Monday – Friday	(w/o penalty) Spring Break
March 29	Monday	Fall Pre-Registration Begins

**April/May**

April 2	Friday	One-Time First-Year Student Withdrawal Deadline
April 26	Monday	Classes End
April 27	Tuesday	Reading Day
April 28–30	Wednesday–Friday	Final Exams
May 3–May 5	Monday–Wednesday	
May 8	,Saturday	End of Term
May 8	Saturday	Commencement

## Oxford College Profile

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

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

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

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



students. The closeness of the Oxford community means that students are quickly known as individuals rather than as representatives of a group, and students report that often their most profound experiences are learning from others who are different from themselves. Oxford students form lifelong friendships and say that when they move to the Atlanta campus as juniors, they go with three hundred friends.

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

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, doctorate, and professional degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Emory University.

## **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 earn an associate of arts degree and 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 and who teaches the student's Discovery Seminar. Commitment to each student's holistic development, from academics to extracurriculars and from career to personal growth, is valued over narrow alignment with students' initial academic interests. Students meet with their adviser periodically throughout each semester to discuss degree progression, leadership opportunities, personal growth and development, career options, and summer plans such as study, internship and research. Adviser approval is required for registration and other changes to a student's enrollment after registration. Advisers, with support from Oxford College's Advising Support Center, 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.

Student responsibilities: Participate in enrollment according to published timelines, as well as satisfy all graduation requirements. Plan in advance to meet with the faculty adviser, as well as Advising Support Center as applicable. Follow all procedures and meet all deadlines required by Oxford College regarding enrollment; academic procedures, exceptions, and requests; and summer study, internships, and research.

## Academic Load and Credits

---

The standard unit of credit in the semester system is the semester hour. Most courses earn between three and five semester hours of credit, meeting for 150–250 minutes/week. Physical education classes earn one semester hour of credit and also meet for 150–200 minutes/week. Laboratories for science courses meet for additional hours each week.

To complete a degree within four full time semesters, the average course load for Oxford College students is 16 to 17 credit hours per semester (three to five courses worth 3-5 credit hours) and one physical education course per year.

Students may not take fewer than twelve hours nor more than nineteen hours (19), including physical education, in any one regular semester, with the following exceptions.

1. Students must petition their academic adviser and the Advising Support Center (ASC) to overload to register for more than nineteen (19) credit hours via a form available from the ASC. Overloads will permit students to enroll

up to twenty-two (22) credit hours maximum. Students with a cumulative grade point average of 3.0 or higher and students in their final semester of work with a minimum cumulative grade point average of 2.0 are permitted to take up to twenty-two credits. Students with outstanding incomplete course grades may not overload in credits in subsequent semesters.

Students not meeting the criteria to overload, or whose petitions are denied, may appeal to the associate dean for academic affairs.

Petitions for overload permission may not be submitted until classes begin and must be submitted by the end of open enrollment (add/drop/swap) at the start of a semester term.

Students who have not completed at least one regular semester of study at Oxford are limited to 19 credit hours maximum.

2. Students must normally enroll for the minimum full-time load of twelve credits in every regular semester. There are two exceptions to this requirement: (1) students with credit load accommodations from the Office of Accessibility Service and (2) students in the final semester of work beyond four, completed regular (fall or spring) semesters who are not required to enroll for more credits than are needed to complete the degree.

International students need additional permission from International Student & Scholar Services office to underload, and should consult Oxford's International Student Program office.

Students receiving financial aid should consult with the Oxford College Financial Aid Office regarding effects of underloading on aid.

All credit for academic work must be awarded in the semester in which the work is undertaken, including summer sessions and internships.

Student responsibilities: enroll in at least (twelve) 12 credits each regular semester and no more than nineteen (19). Satisfy eligibility requirements, follow procedures, and meet all deadlines if an overload or underload is desired. Consult with Oxford ISP, as applicable.

### **Residency Requirement and Allotted Timeframe for Degree Completion**

---

The Oxford College academic program is designed for completion in two years, consisting of four, sequential fall and spring semesters. The minimum number of hours required for a regular semester is twelve. Oxford College's academic program

does not require summer school coursework; see “Summer School” for additional information. Students who attempt but do not complete regular semesters may require additional enrollment beyond the four regular, sequential fall and spring semesters.

Students needing an additional semester beyond four regular semesters to attain minimum standards for continuation or graduation must be granted permission to enroll by the associate dean of academic affairs and must take all required work at Oxford College or Emory University Summer School. In such cases, the additional semester will normally be the next consecutive one.

All students must complete a minimum of 48 credits while enrolled at Oxford College, the final eight (8) of which must be taken at Oxford College or Emory University Summer School.

Student responsibilities (illustrative not exhaustive): satisfy all residency requirements and complete Oxford College’s academic program within the proscribed timeframe and guidelines.

## **Summer School**

---

Summer School is conducted jointly with Emory College, Goizueta Business School, and the School of Nursing on the Atlanta campus. There are three summer sessions during which students can take courses through Emory’s Atlanta Campus: Maymester, Summer Session I (Six Weeks) and Summer Session II (Six Weeks). Courses are offered either online (limited availability and only available to students in good standing) and in-person.

Students interested in taking courses offered through Emory’s Summer School must consult with and receive permission from their assigned faculty adviser and the Advising Support Center. The Advising Support Center will review course eligibility, academic placement (specifically for language courses), and prerequisite requirements. The Advising Support Center can help students enroll, make changes to their schedules during add/drop/swap period or withdraw from courses on or before the withdrawal deadlines. Summer enrollment can help supplement academic progress at Oxford College; however, summer session may not be used to replace a regular semester of residency at Oxford.

Summer School courses can count towards general education courses and Oxford College graduation requirements. Some components of Oxford’s General Education Program (specifically INQ, Experiential Learning courses, Discovery Seminars, and the Milestone project), cannot be taken through Emory College Summer School. These types of courses are only offered at Oxford College.

Summer School courses can also satisfy intended major requirements, as well.

Summer School courses at Emory's Atlanta Campus will not count towards Emory College's residency requirement, which all Oxford students who continue on to Emory College must satisfy after they have fully continued on to the Atlanta Campus. Further information about summer school, including session dates, class schedule links, and pre-registration permission forms can be found on the Oxford College Office of the Registrar website.

Oxford students are limited to 10 credits per six-week session.

Students who have not completed at least one regular semester of study at Oxford are ineligible for summer school enrollment. Students must attempt at least one regular semester between any consecutive summer semester enrollments.

Student responsibilities: satisfy all eligibility requirements. Meet with the Advising Support Center for consultation and approval. Follow all procedures and meet all deadlines required summer school.

## Emory College Courses

During regular fall or spring semesters, Oxford students may enroll in courses at Emory College with the permission of the deans of both Oxford and Emory Colleges, or their designees. 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. Students must be in good standing and have a cumulative grade point average of 3.2 or better to be eligible to take courses at Emory College. Students are limited to a maximum of one Emory College course each regular semester. Students should send such requests to the associate dean for academic affairs no later than the end of Oxford pre-registration for the relevant semester.

### **New Student Orientation**

---

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

Student responsibilities (illustrative not exhaustive): attend and participate in Oxford's orientation program.

# Degree Requirements

## **GENERAL EDUCATION PROGRAM REQUIREMENTS**

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

Students must satisfactorily complete English 185 during the first year of their enrollment at Oxford College. The requirement can be met with English 185: Critical Reading and Writing or with English 186: Critical Reading and Writing for Multilingual Students. Students may be eligible to exempt the First-Year Writing Requirement with appropriate Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit.

### **Continuing Writing Requirement**

In addition to the First-Year Writing requirement, students must satisfactorily complete a writing-rich course at Oxford College. Students must attain a grade of a C or better in the writing-rich course to satisfy the Continuing Writing Requirement. Continued writing courses are designated with a W after the course catalog number in the class schedule and in OPUS.

### **Distribution Requirements**

Students must complete three of the five different academic areas listed below plus physical education requirements. All students are required to take at least one course in each of the following areas: SNT (w/lab), HSC, and HAP. In addition, Oxford students must complete a minimum of three (3) Ways of Inquiry (INQ) courses, representing any two of the five different academic areas. INQ courses are designated with a Q after the course catalog number in the class schedule and in OPUS.

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

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

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

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

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

To fulfill this area, students must complete at least two courses that carry the TAG designation HSC. All students must take at least one HSC course to satisfy the GEP requirements.

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

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

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

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

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

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

***Discovery Seminar***

One Discovery Seminar course is required for all students during their first fall semester at Oxford College. Discovery Seminar courses are designated as DSC 101Q. This course will carry an academic area designation (MQR, SNT, HSC, HAP or HAL) as well as a Ways of Inquiry (Q) designation. The instructor of record for the Discovery Seminar will be assigned as the student's academic adviser.

***Experiential Learning***

One "Experiential Learning" course is required for all students during their Oxford career. Experiential Learning courses are designated with an "E." Experiential learning, or "learning through reflection on doing," is an intentionally designed, inquiry-driven learning opportunity (the signature experience) in which students question, create, apply, and revise conceptual understanding of course material. Students address a real-world problem or situation through the lens of their discipline by examining, asking more meaningful questions about, evaluating, reflecting, and synthesizing material. These steps are cyclical, enabling a student to reflect and revise their approach at each stage, display increasing self-reliance, and form new disciplinary knowledge and understanding while engaging substantively with a particular academic, professional, or cultural community. Examples of Experiential Learning opportunities may include Academic Internships, Advanced Student Research, Applied Arts, Global Learning, and Theory-Practice Service Learning.

***Ways of Inquiry***

In addition to meeting the requirements above, students need to complete a minimum of two Ways of Inquiry (INQ or simply Q) courses designed to demonstrate how different disciplines investigate the world. The Discovery Seminar course will count towards one of these courses. These courses must come from any two different academic areas.

***Milestone Project (Effective Fall 2020)***

One Milestone Project course is required for all students in their last regular semester before graduation. Via the Milestone Project, students will synthesize their liberal arts experience—including coursework, experiential learning, co-curricular experiences, or leadership endeavors—and explain how it has shaped them and their future plans. Students will synthesize through reflection, integrating the various elements of the portfolio into a coherent whole. Students will also adapt digital technologies and media to communicate for a specific academic audience and purpose. Finally, students will use reflective practice to put multiple perspectives, experiences, and contexts into conversation with each other to assess knowledge and performance and produce new insights.

# Special Courses and Programs

## General Education Program

---

Oxford College offers a liberal arts education intentionally designed for first-year and second-year students. The first two years of Emory undergraduate education at Oxford College will equip students to thrive in their major and in the world beyond.

Students learn across a broad range of academic subjects and develop habits to become lifelong learners. The General Education Program of Oxford College helps students to satisfy the general education requirements for all Emory undergraduate academic programs, as well as offers the following types of courses unique to Oxford College:

### *Discovery Seminar*

One Discovery Seminar course is required for all students during their first fall semester at Oxford College. Discovery Seminar courses are designated as DSC 101Q. This course will carry an academic area designation (MQR, SNT, HSC, HAP or HAL) as well as a Ways of Inquiry (Q) designation. The instructor of record for the Discovery Seminar will be assigned as the student's academic adviser.

### *Experiential Learning*

One "Experiential Learning" course is required for all students during their Oxford career. Experiential Learning courses are designated with an "E." Experiential learning, or "learning through reflection on doing," is an intentionally designed, inquiry-driven learning opportunity (the signature experience) in which students question, create, apply, and revise conceptual understanding of course material. Students address a real-world problem or situation through the lens of their discipline by examining, asking more meaningful questions about, evaluating, reflecting, and synthesizing material. These steps are cyclical, enabling a student to reflect and revise their approach at each stage, display increasing self-reliance, and form new disciplinary knowledge and understanding while engaging substantively with a particular academic, professional, or cultural community. Examples of Experiential Learning opportunities may include Academic Internships, Advanced Student Research, Applied Arts, Global Learning, and Theory-Practice Service Learning.

### *Ways of Inquiry*

In addition to meeting the requirements above, students need to complete a minimum of two Ways of Inquiry (INQ or simply Q) courses designed to demonstrate how different disciplines investigate the world. The Discovery Seminar course will count towards one of these courses. These courses must come from any two different academic areas.



Ways of Inquiry courses are designed to both inform and transform students as they learn the fundamental concepts and terminology of a particular academic area or discipline, as well as how to understand and question the ways that knowledge is both pursued and created going forward.

### *Milestone Project (Effective Fall 2020)*

One Milestone Project course is required for all students in their last regular semester before graduation. Via the Milestone Project, students will synthesize their liberal arts experience—including coursework, experiential learning, co-curricular experiences, or leadership endeavors—and explain how it has shaped them and their future plans. Students will synthesize through reflection, integrating the various elements of the portfolio into a coherent whole. Students will also adapt digital technologies and media to communicate for a specific academic audience and purpose. Finally, students will use reflective practice to put multiple perspectives, experiences, and contexts into conversation with each other to assess knowledge and performance and produce new insights.

## **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. Faculty members direct the arts programs. Opportunities are open to all students regardless of potential major or whether or not they are enrolled in arts classes. Our students perform in plays, perform in and choreograph dances, sing in the Oxford Chorale, play instruments in chamber ensembles, create musical compositions, and exhibit visual arts. Many Oxford students successfully major or minor in the arts at Emory College, yet most who participate in the arts at Oxford do so to expand their total educational experience.

## **Learning to Lead**

---

Learning to Lead seeks to serve as a gateway for first-year student confidence and involvement in the academic and social communities of Oxford College. By exploring individual leadership, group leadership, and community leadership, the course will provide students with information and tools that will help them along their career at Oxford College. Co-taught by a current sophomore student and a faculty or staff member, Learning to Lead will guide students through the frame-work of the Social Change Model to allow them opportunities to reflect on their own Oxford experience and develop as leaders.

## **Lyceum**

---

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

## Study Abroad and Travel Courses

---

### *Study Abroad*

Oxford College encourages enrolled undergraduate students to participate in Study Abroad programs offered through Emory College's Study Abroad Office. Students must be in good academic and conduct standing to participate in any study abroad program.

There are two types of study abroad programs available through this office: summer study abroad and semester study abroad.

### *Summer Study Abroad*

Students must consult with and receive approval from the Oxford College Advising Support Center before applying to participate. Students must have and maintain a 2.5 cumulative GPA (although some programs may require higher GPA) and be in good academic standing. Courses taken through summer study abroad programs can count towards Oxford academic credits as well as the general education program. Both first and second year students are eligible to apply for these programs if they meet programspecific eligibility criteria. Sophomore students participating in spring study abroad programs must wait to apply to graduate from Oxford College in the summer. Final grades are determined after travel concludes and coursework is graded.

Student responsibilities (illustrative not exhaustive): students must satisfy all eligibility requirements. Students should meet with the Advising Support Center for consultation and approval. Students must also follow all procedures and meet all deadlines required by Emory College's Study Abroad Office.

### *Semester Study Abroad*

Students must consult with and receive approval from the Oxford College Advising Support Center. The earliest semester that a student (at either Oxford College or Emory's Atlanta campus) can study abroad is the fourth regular semester; for most students, this means spring of the sophomore year. In addition to three completed regular semesters of academic residency (fall and spring semesters only—summer study in Atlanta does not count towards this requirement) students must also maintain a minimum GPA of 3.0, be in good academic standing, and complete all Oxford specific General Education Program requirements (tagged courses) at the end of the regular semester preceding the planned semester abroad. Students studying abroad apply academic credit from semester abroad programs to count towards the total academic credit hours required for their Oxford degree. Since many programs do not end within Oxford's spring academic calendar, all spring study abroad students will apply to graduate during summer semester following the semester abroad. Applications for Spring semester abroad are due in early October and require approval of the Advising Support Center.

Student responsibilities (illustrative not exhaustive): satisfy all eligibility requirements. Meet with the Advising Support Center for consultation and approval. Follow all procedures and meet all deadlines required by Emory College's Study Abroad Office.

Typically involved parties: ASC, Emory College Study Abroad Office

Possible outcomes (illustrative not exhaustive): acceptance for a study abroad program, or denial. Additional costs, paperwork, and tasks. Deferred graduation date.

### *Travel Courses*

Oxford College offers short-term, faculty-led travel programs as part of the Experiential Learning Program. Students must be in good academic and conduct standing to participate in any travel course.

Travel courses can satisfy the Experiential Learning (E) requirement of the general education program. Travel courses include coursework that takes place during the regular semester (fall and spring semesters only). For the travel component, students will depart with faculty either during a designated break (for ex. Spring Break) or after regular courses conclude at the end of the semester. The travel site(s) may be domestic or international.

Spring travel courses traditionally feature travel in early May or June, especially for international trips. Since the travel component is a graded part of the course, travel courses will not officially complete until AFTER the travel has concluded. Sophomore students participating in spring travel courses will wait to apply to graduate from Oxford College in the summer. Final grades are determined after travel concludes and travel-related projects are graded.

Enrollment in travel courses requires approval. Those 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 must pay an additional fee to cover the expenses of travel. Students who qualify for financial aid for the semester tuition may apply for additional aid to assist with the travel fee for travel programs.

Student responsibilities (illustrative not exhaustive): satisfy all eligibility requirements. Follow all procedures and meet all deadlines set by travel course faculty.

Typically involved parties: Academic Affairs, Oxford College faculty

Possible outcomes (illustrative not exhaustive): acceptance for a travel course, or denial. Additional costs, paperwork, and tasks. Deferred graduation date.

## Internships

---

Internships provide excellent opportunities to explore professional pathways during the Oxford liberal arts education. While an internship is valuable regardless, Oxford College also offers academic credit for coursework completed in conjunction with an internship. There are two such opportunities; each carries one S/U credit. In both cases, students are responsible for securing their own internships. To be eligible, each student must meet any eligibility criteria for the internship and be in good academic and conduct standing. Enrollment is by permission only using an online application. All course components must be completed at the "satisfactory" level to earn a "satisfactory" grade in each course.

Internship courses traditionally feature experiences in the summer. Internship courses will not officially complete until AFTER the internship has concluded. Sophomore students participating in internship courses will wait to apply to graduate from Oxford College in the summer. Final grades are determined after the internship concludes and course components are graded.

The first, Introductory Internship in the Liberal Arts (typically taken in summer), offers a general pairing of work experience and reflection: utilizing a Readiness framework, this course is intended to introduce students to competencies that will be the basis for curricular and co-curricular reflection and life design throughout the first two years of undergraduate liberal arts study. If taken in summer, a tuition voucher may be provided to cover the cost of the academic credit. The second opportunity, Disciplinary Internship in the Liberal Arts (typically taken in Fall or Spring semester), may carry Experiential Learning (E) credit and offers a student the opportunity to work closely with a faculty member to pair their work experience with specific content in an academic discipline.

## Student Research Opportunities

---

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

Students chosen as Oxford Research Scholars 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, current research in their disciplines, and how research is organized and funded. Through knowledge of and direct involvement in research, students develop a different perspective on learning.

The SURE–Oxford program is an extension of Emory's Summer Undergraduate Research Experience (SURE) program. Students work with Oxford faculty for 10 weeks in the summer as a researcher on projects.

The Oxford Research Scholars and SURE-Oxford programs reflect Oxford College's recognition of the educational benefits that achieved by involving first-year and sophomore students in the research process. Participation in these programs is by invitation.

Student responsibilities (illustrative not exhaustive): satisfy all eligibility requirements. Contact a professor whose research is of interest. Follow all procedures and meet all deadlines required by the program(s).

Typically involved parties: Oxford College faculty

Possible outcomes (illustrative not exhaustive): acceptance, or denial.

### **Oxford Scholars Program**

---

Each year Oxford College designates a number of its outstanding incoming first-year students as Oxford Robert W. Woodruff Scholars, selected on the basis of their scholar qualities, grades, curriculum, test scores, essays, extracurricular activities, and demonstrated interest. While enrolled at Oxford, these scholars participate in the Oxford Scholars program.

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

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

### **Oxford Studies**

---

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

Student responsibilities (illustrative not exhaustive): students should add the class to their schedule during the relevant enrollment time.

## Pierce Program In Religion

---

The Pierce Program in Religion began in 1976 with a gift from the D. Abbott Turner family. William Turner and the other members of the Turner family endowed the Pierce Chair in Religion in honor of two of their ancestors: Dr. Lovick Pierce and Bishop George Foster Pierce. Bishop Pierce, William Turner's great-great-grandfather, was president of Emory College from 1848 to 1854.

- **Oxford College Department of Religion:** The Department of Religion offers courses that fulfill general education requirements at Oxford College and Emory College as well as requirements for a religion major or minor on the university level.
- **Pierce Lecture Series:** This series, which includes the Chaplain's Lecture Series, brings to campus a number of distinguished lecturers in religious studies, ethics, and related disciplines.
- **Pierce Visiting Scholar program with the University of Oxford in England:** The Pierce Visiting Scholar program is a faculty exchange between the two Oxfords, Oxford College and the University of Oxford in England.
- **Emory Studies in Early Christianity and Rhetoric in Religious Antiquity:** Emory Studies in Early Christianity and Rhetoric in Religious Antiquity are book series that investigate early Christian literature in the context of Mediterranean literature, religion, society, and culture.
- **Global Connections:** Sponsored by the Pierce Program in Religion and housed in the Office of Religious and Spiritual Life, Global Connections is a travel experience designed to help students create meaning in their lives and connect their religious and spiritual convictions with social justice issues, including peace, poverty, human rights, and the environment.
- **The Dr. Lovick Pierce and Bishop George F. Pierce Chair of Religion David B. Gowler:** David B. Gowler is the Dr. Lovick Pierce and Bishop George F. Pierce Chair of Religion; and a senior faculty fellow, the Center for Ethics, Emory University.

## Religious and Spiritual Life at Oxford College

---

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

Respect for all religious and spiritual traditions is important at Oxford. All are welcome here, whether or not they are part of a religious, spiritual, or faith tradition. While here, students have the opportunity to participate in service, social, and religious programs sponsored by the chaplain's office, the Interfaith Council, and the 10 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.

- **The Journeys Travel Program:** This travel program originated at Oxford College in 1988 but is now sponsored by Emory University's Office of Spiritual and Religious Life. For more information, please contact Rev. Dr. Lyn Pace, college chaplain, at 770-784-8392.

## Academic Honors

### DEAN'S LIST

The Dean's List at Emory recognizes full-students in the top 20 percent of their class by semester GPA.

### HONOR LIST

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

### MERIT LIST

The merit list is composed of full-time students (twelve or more hours) who achieved an average of 3.0 or better.

### ALPHA EPSILON UPSILON

Established at Oxford in 1906, Alpha Epsilon Upsilon promotes scholastic excellence and fosters friendship among those who achieve high scholastic standing. Students who attain a grade-point average of at least 3.75 after one semester (at least 16 semester hours) or at least 3.50 after two semesters (at least 32 semester hours), or 3.33 after three semesters (at least 48, but not more than 60, semester hours) are eligible for membership. Students who maintain the minimum grade point average may remain members through graduation from Oxford College.

### PHI ETA SIGMA

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

## Emory University

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

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

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

Emory's Robert W. Woodruff Medical Center includes the Schools of Medicine, Public Health, and Nursing; the Emory Clinic; Emory University Hospital; Crawford Long Hospital of Emory University; the Jesse Parker Williams Pavilion; and the Yerkes National Primate Research Center. Independent affiliates located in the vicinity of the medical center include the Georgia Mental Health Institute; the American Cancer Society; Wesley Homes; the Centers for Disease Control and Prevention; and the following hospitals: Grady Memorial, Children's Healthcare of Atlanta, and the Atlanta Veterans Affairs Medical Center.

### **EMORY COLLEGE PROGRAM OF STUDY** **Bachelor of Arts**

African American studies; African studies; American studies; Ancient Mediterranean studies; anthropology; Arabic; art history; art history and visual arts; art history and history; biology; chemistry; Chinese; classical civilization; classics; classics and English; classics and history; classics and philosophy; comparative literature; computer science; dance and movement studies; East Asian studies; economics; economics and mathematics; English; English and creative writing; English and history; environmental sciences; film studies; French studies; German studies; Greek; history; human health interdisciplinary studies in society and



culture; international studies; Italian studies; Japanese; Jewish studies; Latin; Latin American and Caribbean studies; linguistics; mathematics; mathematics and political science; media studies; Medieval-Renaissance studies; Middle Eastern and South Asian studies; music; philosophy; philosophy and religion; physics; physics and astronomy; playwriting; political science; psychology; psychology and linguistics; religion; religion and classical civilization; religion and anthropology; religion and history; religion and sociology; Russian and East European studies; Russian language, literature, and culture; sociology; Spanish; theater studies; visual arts; women's, gender, and sexuality studies

### **Bachelor of Science**

Anthropology and human biology, applied mathematics, applied mathematics and statistics, applied physics, biology, chemistry, computer science, engineering science, environmental sciences, mathematics, mathematics and computer science, neuroscience and behavioral biology, physics, physics and astronomy, physics for life sciences; quantitative sciences

### **Minors**

African American studies; African studies; American studies; anthropology; architectural studies; art history; Asian studies; astronomy; biophysics; Catholic studies; Chinese studies; classical civilization; community building and social change; comparative literature; computer informatics; computer science; dance and movement studies; development studies; East Asian studies; earth and atmospheric sciences and sustainability sciences; economics; English; environmental sciences; ethics; film studies; French; German studies; global health, culture, and society; Greek; Hebrew; Hindi; history; Irish studies; Italian studies; Japanese; Jewish studies; Korean; Latin; Latin American and Caribbean studies; linguistics; Lusophone studies; mathematics or applied mathematics; Mediterranean archeology; music; Persian language and literature; philosophy; physics; political science; predictive health; religion; Russian; Russian and East European studies; science, culture, and society; sociology; Spanish; sustainability; theater studies; women's, gender, and sexuality studies

### **ENGINEERING DUAL-DEGREE PROGRAMS**

Emory College offers a dual-degree program that allows students to pursue study in either arts or science at Emory and engineering at the Georgia Institute of Technology. In this way, students receive a well-rounded liberal arts background from one of the best colleges in the US, while also taking engineering courses from one of the nation's premier universities. Students who participate in this program earn both a baccalaureate degree from Emory in the field of their choice and a BS from Georgia Tech. Oxford College students interested in the engineering dual degree program should review the information on the Emory College website and speak with the Oxford College engineering specialist advisers and the Office for Undergraduate Education Advising Office.

**ROBERTO C. GOIZUETA BUSINESS SCHOOL**

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

Admission is based on successful completion of pre-requisite coursework, academic achievement, and diverse extracurricular involvement. An application is required and includes an essay and letters of recommendation. The application deadline for early/Spring admission is in late September and the deadline for regular/Fall admission is in early February. Exact deadlines will be posted to the pre-BBA information site at <http://bus.emory.edu/prebba>.

The BBA program would like students to demonstrate their ability to effectively manage a full course load (at least four or five graded, 3–5 credit hour courses per semester). Therefore, it is imperative that students interested in the program not under load during their time at Oxford. It is also important that students needing to raise their GPA prior to admission not study abroad in their final semester at Oxford. Students who are studying abroad at the time of application cannot be placed on the waitlist due to the late posting of grades.

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

Students seeking admission should contact Jessica Lowy, Director of BBA Admission, to learn more about the program. She can be reached at 404.727.2713 or at [jlowy@emory.edu](mailto:jlowy@emory.edu). Jessica will come to the Oxford campus each semester for information sessions and on-campus advising, and is available via e-mail and phone for advisement. Oxford College students are encouraged to participate in these on-campus sessions to review their progress towards application to the BBA program. Additional information regarding the BBA curriculum and admission are available on the pre-BBA information site at [bus.emory.edu/prebba](http://bus.emory.edu/prebba).

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

- ECON 101—Microeconomics and ECON 112—Macroeconomics (AP or IB credit can satisfy these requirements)
- MATH 111—Calculus I (AP Calculus credit satisfies the math requirement)
- MATH 117—Introduction to Probability and Statistics or MATH 207—Probability and Statistics (AP Statistics credit can satisfy this requirement)
- BUS 210—Financial Accounting
- Continued Writing course

**Academic Tips:**

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

**NELL HODGSON WOODRUFF SCHOOL OF NURSING**

Oxford College students apply to the Nell Hodgson Woodruff School of Nursing during their sophomore year. Applicants are strongly encouraged to submit their application materials using the online application form at [apply.nursing.emory.edu/apply](http://apply.nursing.emory.edu/apply). The completed application packet includes a complete application form and a completed prerequisite form.

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

The prerequisites for the BSN program include 60 semester hours or 90 quarter hours of college course credit. Students may submit an application for admission with the courses in progress, but all prerequisites must be complete with a grade of C or higher by the time the student plans to begin the nursing program. These prerequisite courses must be completed:

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

- CHEM 150 (with laboratory)
- Social Sciences (HSC): 4 hours
- PSYC 205

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

Students should contact their faculty adviser for more detailed information. Additionally, Oxford students are also expected to meet the Oxford College graduation requirements, including First-Year Writing Requirement and the Continuing Writing Requirement (CWR), Ways of Inquiry (INQ), and Physical Education (PED) course requirements. Information about these specific requirements related to the Oxford College General Education Program can be found at [oxford.emory.edu/academics/catalog/degree-requirements/distribution-requirements/](http://oxford.emory.edu/academics/catalog/degree-requirements/distribution-requirements/).

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

### **PRE-PROFESSIONAL PROGRAMS AND REQUIREMENTS**

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

## **Academic Divisions at Oxford College**

### **HISTORY AND SOCIAL SCIENCES**

Professors Ashmore, Bagwell, Carter, K., Lewis, Owen-Smith, and Shapiro; Associate Professors DeNicola, Leinweber, Ninkovic, Shannon, and Yang; Assistant Professors Beaudette, Goss, Ham, Hardy, McGee, Olson, and Romano; and Senior Lecturers Riner and Vigilante

The Division of History and Social Sciences offers students a wide scope of courses designed to enrich the liberal arts experience at Oxford College. We offer courses focusing on the study of behavior, society, and social relationships from a breadth of disciplines—African American studies; anthropology; economics; history; human health; linguistics; neuroscience and behavioral biology; political science; psychology; quantitative theory and methods; sociology; and women's, gender and sexuality studies.

## **HUMANITIES**

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

The Division of Humanities offers introductory and upper-level courses in American studies, ancient Mediterranean studies, art, classics, creative writing, dance, film and media studies, foreign language, interdisciplinary studies, Latin American and Caribbean studies, literature, music, philosophy, and religion. The division encourages students to evaluate and appreciate our literary, artistic, philosophical, and religious heritage. English 185 / English 186 cannot be used to satisfy the humanities requirement. English 399R, Music 300R, Music 300V, and Music 310 may not be used to fulfill the General Education program requirements.

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

## **ENGLISH REQUIREMENTS**

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

Students must satisfactorily complete their First-Year Writing Requirement during the first year of their enrollment at Oxford College. The requirement can be met with English 185: Critical Reading and Writing or with English 186: Critical Reading and Writing for Multilingual Students. Students may be eligible to exempt the First-Year Writing

Requirement with appropriate Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit.

## **NATURAL SCIENCE AND MATHEMATICS**

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

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

Placement recommendation into any science course, excluding chemistry, is contingent on student profile (courses completed, standardized testing). Placement recommendation into any chemistry course is contingent on successful completion of an online placement module. Placement recommendation into any mathematics course is dependent on performance on the placement tests given during orienta-

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

## **MATHEMATICS**

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

### ***AP Exam or Course Equivalents:***

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

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

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

### ***IB Exam and Course Equivalents:***

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

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

## **Tutors and Supplemental Instructors**

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

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

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

Supplemental Instruction (SI) leaders assist students in studying for historically difficult courses. SI leaders are students who have successfully completed the course for which they lead supplemental instruction. Each SI leader attends the class to which they are assigned and holds one to two study sessions per week to help students learn how to study for the course. These sessions are voluntary and attendance is not reported to the professor. For additional information and updated SI schedules please visit the Oxford website on Supplemental Instruction.

## **PHYSICAL EDUCATION**

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

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

### **INSTRUCTORS FOR CENTER FOR HEALTHFUL LIVING**

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

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

Physical activities for physical education classes may include vigorous movement. Students who have a medical condition that prevents them from fully participating in a physical education class, please contact the Office of Accessibility Services (OAS). The courses will be adjusted to fit the needs of the student so that the student will be able to meet the graduation requirements. If a student is incapacitated while enrolled in a course, adjustments for completing the course will be made with his/her instructor.

## Oxford College Course Descriptions

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

### ACCOUNTING

#### ACCOUNTING 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.

#### ACCOUNTING 211—MANAGERIAL ACCOUNTING

Spring. Credit, four hours.

### AFRICAN AMERICAN STUDIES

#### AFRICAN AMERICAN STUDIES 100—INTRODUCTION TO AFRICAN AMERICAN STUDIES (HSC)

Fall. Credit, four hours. This course introduces students to the multiple disciplines that comprise the field of African American Studies and the most salient themes and topics that continue to guide scholars' research interests.

#### AFRICAN AMERICAN STUDIES 201—SURVEY OF AFRICAN-AMERICAN LITERATURE SINCE 1900 (HAP)

Fall. Credit, four hours. An overview of African-American literature since 1900. Study of the major contributors to each period in the genres of fiction, essay, poetry, and nonfiction.

#### AFRICAN AMERICAN STUDIES 285R—SPECIAL TOPICS IN AFRICAN AMERICAN STUDIES (HSC)

TBA. Credit, one to four hours. Wide range of topics pertinent to the African American experience.

#### AFRICAN AMERICAN STUDIES 385R—TOPICS IN AFRICAN AMERICAN STUDIES (HSC)

TBA. Credit, one to four hours. This course explores one of a wide range of topics pertaining to the African American experience in the fields of human and civil rights, social and literary texts, and the social sciences

### AMERICAN STUDIES

#### AMERICAN STUDIES 201- INTRODUCTION TO AMERICAN STUDIES (HAP)

Fall, Spring. Credit, three hours. An interdisciplinary, historically grounded introduction to contemporary approaches to American studies scholarship, with emphasis on issues of class, ethnicity, gender, and cross-cultural studies.



**AMERICAN STUDIES 315 - AMERICAN EDUCATION**

TBA. Credit, four hours. This interactive course will explore the historical, social, economic, cultural, and political factors that influence issues and practices in American Education (public K-12).

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

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

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

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

**AMST 397R—INDEPENDENT STUDY**

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

**ANCIENT MEDITERRANEAN STUDIES****ANMED 101—INTRODUCTION TO ANCIENT MEDITERRANEAN SOCIETIES (HSC)**

TBA. Credit, three hours. Social, anthropological, and cultural aspects of two or more ancient Mediterranean cultures from a comparative perspective.

**ANMED 201R— MEDITERRANEAN ARCHAEOLOGY (HAP)**

TBA. Credit, three o four hours. Interdisciplinary study of texts and themes from ancient Greece, Rome, Egypt, and the Near East, and their reception in Western and Near Eastern traditions from antiquity to the present.

**ANMED 202R— LITERATURE AND TRADITIONS (HAP)**

TBA. Credit, three to four hours. Interdisciplinary study of texts and themes from ancient Greece, Rome, Egypt and the Near East and their reception in Western and Near Eastern traditions from antiquity to the present.

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

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

**ANTHROPOLOGY 200- FOUNDATIONS OF BEHAVIOR (SNT)**

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

**ANTHROPOLOGY 201- CONCEPTS & 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, three hours. Basic concepts and theories of cultural anthropology. Comparative economic and political systems, social organization and the family, belief systems, and modes of communication. Diverse levels of sociocultural complexity from tribal to industrial societies.

**ANTHROPOLOGY 204—INTRODUCTION TO ARCHAEOLOGY (HSC)**

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

**ANTHROPOLOGY 205—FOUNDATION IN GLOBAL HEALTH (HSC)**

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

**ANTHROPOLOGY 265—ANTHROPOLOGY OF GENDER (HSC)**

Fall. Credit, three hours. The cross-cultural study of gender and sexuality. We pay special attention to the way genders are performed and the important role of language in the construction of genders. While all cultures identify and mark 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 280R—ANTHROPOLOGICAL PERSPECTIVES (HSC)**

Spring (alternate years). Credit, three hours. Anthropological perspectives on the people and cultures on different regions of the world. May be repeated for credit when topics varies.

**ANTHROPOLOGY 314—RACE AND RACISM: MYTHS AND REALITIES**

Spring (alternate years). Credit, three hours. The history of race—as a scientific concept and as a dominant factor of social identity—from its eighteenth-century origins to the falsification of the biological race hypothesis by modern genetics.

**ANTHROPOLOGY 332—CULTURE AND NUTRITION (HSC)**

TBA. Credit, three hours. This course is an anthropological exploration of the causes and consequences of malnutrition. To understand the burden of over and under nutrition, we will examine the role of the political economy in shaping food access as well as explore how different cultures organize ideas about a proper diet.

**ANTHROPOLOGY 352—GLOBALIZATION AND TRANSNATIONAL CULTURES (HSC)**

Spring (alternate years). Credit, three hours. No prerequisite. The course explores the changing shape of the global economy and its relationship to culture. As an upper-division writing course, students should have some familiarity with reading and writing ethnographic text.

**ANTHROPOLOGY 353- ECONOMIC ANTHROPOLOGY (HSC)**

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

**ANTHROPOLOGY 385R - SPECIAL TOPICS IN ANTHROPOLOGY (HSC)**

On demand. Credit, one to four hours. Seminar or lecture series on topics of special anthropological concern. May be repeated for credit when topic varies.

**ANTHROPOLOGY 397R - DIRECTED STUDY**

On demand. Credit, one to four hours. Independent reading and research under the direction of a faculty member. Students must submit for instructor approval a one-page written proposal of the work to be done. This course does not satisfy distribution requirements in history and social sciences.

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

Fall. Credit, five hours. First in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Course includes video materials and stresses communication skills in formal and spoken Arabic.

**ARABIC 102—ELEMENTARY ARABIC II (HAL)**

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

**ARABIC 201—INTERMEDIATE ARABIC I (HAL)**

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

**ARABIC 202—INTERMEDIATE ARABIC II (HAL)**

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

**ART HISTORY****Survey Courses****ART 101—ART AND ARCHITECTURE FROM PREHISTORY TO THE RENAISSANCE (HAP)**

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

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

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

**ART 104—DRAWING I (HAP)—STUDIO COURSE**

Fall, Spring. Credit, four hours. This course develops skills in representational drawing as foundation for all disciplines and as an art form itself. The student will draw from various subject matters and explore a variety of media, techniques, and concepts. Students will demonstrate an 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 110—INTRODUCTORY PAPERMAKING STUDIO (HAP)**

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

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

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

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

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

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

On Demand. Credit, three hours. This course examines the art and architecture of ancient Egypt from the New Kingdom (1550 BCE) through to the eventual conquest by Rome (30 BCE). Prerequisites: Art History 101 or Art History 102. Students enrolled in this course will need a strong foundation in art history to succeed.

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

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

**ART 299R—INDEPENDENT STUDY**

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

## **ASTRONOMY**

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

Fall, Spring. Credit, four hours. Prerequisites: high school chemistry and Math100 or placement in a higher numbered mathematics course. Fundamental concepts and principles of astronomy. Laboratory weekly; observing session weekly as weather permits.

## **BIOLOGY**

### **BIOLOGY 120—CONCEPTS IN BIOLOGY WITH LABORATORY (SNT)**

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

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

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

### **BIOLOGY 135—PLANTS AND SOCIETY WITH LABORATORY (SNT)**

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

### **BIOLOGY 141—CELL BIOLOGY AND GENETICS WITH LABORATORY (SNT)**

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

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

Fall, Spring. Credit, five hours. Prerequisite: Biology 141. Genetic mechanisms in bacteria, viruses, and eukaryotes including transmission of DNA, regulation of

gene expression, gene interaction, mutations, and cancer. Emphasizes research questions, techniques, and applications. Three hours of lecture and one three-hour laboratory per week.

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

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

**BIOLOGY 212—COMPUTATIONAL MODELING FOR SCIENTIST & ENGINEERS WITH LABORATORY (SNT)**

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

**BIOLOGY 235—FIELD BOTANY WITH LABORATORY (SNT)**

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

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

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

**BIOLOGY 245—FRESHWATER ECOLOGY WITH LABORATORY (SNT)**

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

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

Fall, Spring. Credit, four hours. Student will engage in the process of scientific investigation, working in collaborative teams to design, conduct, and analyze experiments and to gain expertise in a variety of laboratory instrumentation, techniques, skills, and procedures. The course is an integrated class with

laboratory where research topics will vary each semester. Prerequisite/Co-requisite: Biology 142 or Biology 242 and permission of the instructor. All prerequisite classes and laboratories must be completed with a grade of B or higher.

#### **BIOLOGY 397R—SUPERVISED READING**

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

#### **BIOLOGY 399R—UNDERGRADUATE RESEARCH**

On demand. Credit, variable. Prerequisite: Permission of instructor (student will need to have basic research skills and an interest in the research topic under investigation) and a biology course. Research participation in biology. Requires an independent project with laboratory or field work. This course does not satisfy distribution requirements in natural science and mathematics.

### **CHEMISTRY**

#### **CHEMISTRY 100—CHEMISTRY IN SOCIETY (SNT)**

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

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

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

#### **CHEMISTRY 150—STRUCTURE AND PROPERTIES (SNT)**

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

\*Exceptions to the withdrawal policy require Chemistry department approval.

#### **CHEMISTRY 150L—STRUCTURE AND PROPERTIES LAB (SNTL)**

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



\*Exceptions to the withdrawal policy require Chemistry department approval.

**CHEMISTRY 160—FORENSIC CHEMISTRY WITH LABORATORY (SNT)**

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

**CHEMISTRY 202—PRINCIPLES OF REACTIVITY (SNT)**

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

\*Exceptions to the withdrawal policy require Chemistry department approval.

**CHEMISTRY 202L—PRINCIPLES AND REACTIVITY LAB (SNTL)**

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

**CHEMISTRY 203—ADVANCED REACTIVITY (SNT)**

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

**CHEMISTRY 203L—ADVANCED REACTIVITY LAB (SNTL)**

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

**CHEMISTRY 204—MACROMOLECULES (SNT)**

Fall, Spring. Credit, three hours. Prerequisite: Chemistry 203 and 203L; Corequisite: Chemistry 204L. The relationship between sequence, structure, and function of macromolecules. The course will progress from exploring these themes in the context of synthesis, characterization, and utility of simple organic polymers to understanding the properties of complex, chemically diverse biomolecules. Students who withdraw from the lecture must withdraw from the co-requisite laboratory course. \*Exceptions to the withdrawal policy require Chemistry department approval.

**CHEMISTRY 204L—MACROMOLECULES LAB (SNTL)**

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

**CHEMISTRY 205—LIGHT AND MATTER (SNT)**

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

\*Exceptions to the withdrawal policy require Chemistry department approval.

**CHEMISTRY 205L—LIGHT AND MATTER LAB (SNTL)**

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

**CHEMISTRY 221—ORGANIC CHEMISTRY I (SNT)**

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

**CHEMISTRY 221L—BASIC ORGANIC CHEMISTRY LAB I (SNTL)**

Fall. Credit, Two hours. Prerequisite: Chemistry 142; Co-requisite: Chemistry 221. Classes of organic compounds, bonding, stereochemistry, structure and reactivity, nucleophilic substitution reactions, and elimination reactions. One three-hour laboratory per week.

**CHEMISTRY 222—ORGANIC CHEMISTRY II (SNT)**

Spring. Credit, Three 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 II LAB (SNTL)**

Spring. Credit, Two hours. Prerequisite: Chemistry 221L; Corequisite: Chemistry 222. Classes of organic compounds, electrophilic aromatic substitution reactions, and nucleophilic aromatic substitution reactions. One three-hour laboratory per week.

**CHEMISTRY 260—QUANTITATIVE ANALYTICAL CHEMISTRY WITH LABORATORY (SNT) TBA.**

Credit, four hours. Prerequisite: Chemistry 202/202L or score of 5 on the Chemistry AP exam and permission of instructor. Analytical techniques including atomic and molecular spectroscopy, gas and liquid chromatography, and electrochemistry. Statistical analysis of chemical data, including model-fitting using regression. This course does not count towards the chemistry major. Three hours of lecture and one three-hour laboratory per week.

**CHEMISTRY 399R—INDEPENDENT LABORATORY RESEARCH**

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

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

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

**CHINESE 102—ELEMENTARY CHINESE II (HAL)**

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

**CHINESE 201—INTERMEDIATE CHINESE I (HAL)**

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

**CHINESE 202—INTERMEDIATE CHINESE II (HAL)**

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

**CLASSICS****CLASSICS 102—CLASSICAL MYTHOLOGY (HAP)**

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

**CLASSICS 202—THE ROMANS (HAP)**

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

**CLASSICS 290R—DIRECTED STUDY**

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

**COMPUTER SCIENCE****COMPUTER SCIENCE 170—INTRODUCTION TO COMPUTER SCIENCE I**

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

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

Fall. Credit, three hours. Prerequisite: Permission of instructor. Emphasis is on the use and implementation of data structures, fundamental algorithms with introductory algorithm analysis, and object oriented design and programming with Java.

**COMPUTER SCIENCE 224—MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE (MQR)**

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

**COMPUTER SCIENCE 297R—DIRECTED STUDY**

(Same as Mathematics 297R)

## **DANCE**

### **DANCE 220—HISTORY OF WESTERN CONCERT DANCE (HSC)**

TBA. Credit, four hours. This course traces the development of Western concert dance from 19th century Romantic Ballet to the present. Emphasis will be placed on the development of American modern dance, post-modern dance, and current trends and dance artists.

### **DANCE 300R—DANCE COMPANY**

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

## **DISCOVERY SEMINAR**

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

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

## **ECONOMICS**

### **ECONOMICS 101—PRINCIPLES OF MICROECONOMICS (HSC)**

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

### **ECONOMICS 112—PRINCIPLES OF MACROECONOMICS (HSC)**

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

### **ECONOMICS 201—INTERMEDIATE MICROECONOMICS (HSC)**

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

### **ECONOMICS 212—INTERMEDIATE MACROECONOMICS**

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

### **ECON 220—INTRODUCTION TO STATISTICAL METHODS (MQR)**

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

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

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

**ECONOMICS 302—DEVELOPMENT OF ECONOMIC THOUGHT (HSC)**

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

**ECONOMICS 385R—SPECIAL TOPICS IN ECONOMICS**

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

**ENGLISH****ENGLISH 185—WRITING AND INQUIRY IN THE LIBERAL ARTS**

Fall, Spring. Credit, three hours. Introduction to writing and inquiry in the liberal arts, with attention to variations across disciplines and rhetorical situations. Intensive practice in academic reading, writing, and research. Guidance in writing strategies and processes for diverse purposes and genres. First-year writing requirement.

**ENGLISH 186—WRITING AND INQUIRY IN THE LIBERAL ARTS FOR MULTILINGUAL STUDENTS**

Fall. Credit, three hours. Introduction to writing and inquiry in the liberal arts, with attention to diverse disciplines and situations. Intensive practice in academic reading, writing, and research for students whose native language is not English. Guidance in writing strategies for diverse purposes. First-year writing requirement.

**ENG 202—WRITING CENTER PRACTICUM**

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

**ENGLISH 205—POETRY (HAP)**

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

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

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

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

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

**ENG 220—RHETORICAL STUDIES (HAP)**

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

**ENG 221R ADVANCED WRITING WORKSHOP**

Practical introduction to specific genres, media, and contexts of writing. Intended for intensive writing practice beyond first-year writing. May be repeated for credit when topic varies.

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

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

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

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

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

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

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

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

**ENGLISH 270—INTRODUCTION TO CREATIVE WRITING (HAP)**

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

**ENGLISH 271—INTRODUCTION TO POETRY WRITING (HAP)**

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

**ENGLISH 311—SHAKESPEARE (HAP)**

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

**ENGLISH 330—ROMANTICISM (HAP)**

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

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

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

**ENGLISH 345—CONTEMPORARY WORLD LITERATURE (HAP)**

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

**ENGLISH 348—CONTEMPORARY LITERATURE (HAP)**

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

**ENGLISH 357—SOUTHERN LITERATURE (HAP)**

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

**ENGLISH 359—AFRICAN AMERICAN LITERATURE SINCE 1900 (HAP)**

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

**ENGLISH 378R—SCREENWRITING (HAP)**

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

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

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



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

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

**ENGLISH 384R—CRITICISM (HAP)**

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

**ENGLISH 389R—SPECIAL TOPICS IN LITERATURE (HAP)**

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

**ENGLISH 399R—INDEPENDENT STUDY**

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

**ENVIRONMENTAL STUDIES****ENVS 131Q—INTRODUCTION TO ENVIRONMENTAL STUDIES W/ LAB (SNT)**

Fall, Spring. Credit, five hours. Basic ecological concepts, study of ecosystems and application of ecological principles to local and global environmental problems. Labs focus on investigating local ecosystems and will be primarily spent outdoors and involves light to moderate physical activity. This course does not fulfill requirements for the biology major. Four hours of lecture and one three-hour laboratory per week.

**ENVS 220—MINERAL RESOURCES, ENERGY & POWER WITH LABORATORY (SNT)**

Spring. Credit, four hours. Emphasis on the geologic formation and utilization of metallic and nonmetallic mineral resources and energy resources. Includes historic development, uses, environmental concerns, and future potential of these resources. Fulfills intermediate Earth and Atmospheric breadth and upper level lab course requirements for ENVS majors, but also appropriate for non-majors. Three hours of lecture and one three-hour lab period per week.

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

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

**ENVS 229 METEOROLOGY & CLIMATOLOGY WITH LABORATORY (SNT)**

Spring. Credit, four hours. Study of weather (meteorology) and climate (climatology). Emphasis on the chemical components and physics of the atmosphere, meteorological processes, climate regions of the world, and climate change. Fulfills intermediate Earth and Atmospheric breadth and upper-level lab course requirements for ENVS majors, but it is also appropriate for non-majors. Three hours of lecture and one three-hour lab period per week.

**ENVS 230—FUNDAMENTALS OF GEOLOGY WITH LABORATORY (SNT)**

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

**ENVS 243 MODERN & ANCIENT TROPICAL ENVIRONMENT FIELD (SNT)**

Credit, four hours. Additional tuition is required. Geological, biological, and paleontological examination of terrestrial and marine tropical ecosystems using Sapelo Island, Georgia (required weekend trip) and San Salvador Island, Bahamas (required spring break trip) as field-based case studies. Fulfills intermediate Earth and Atmospheric breadth and upperlevel lab or field course requirement for ENVS majors.

**ENVS 299R INDEPENDENT STUDY**

On demand. Credit, one to four hours. Requires permission of the instructor and a ENVS course. This course provides ENVS students with foundational skills for research under supervision of a faculty member. A stepping stone to more advanced research work.

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

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

**FILM****FILM 107 INTRODUCTION TO DIGITAL VIDEO**

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

**FILM 270—INTRODUCTION TO FILM (HAP)**

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

**FILM 299R DIRECTED RESEARCH**

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

**FILM 373R—SPECIAL TOPICS IN FILM (HAP)**

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

**FILM 378R—SCREENWRITING (HAP)**

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

**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. 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. Credit, three hours. 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 342—STUDIES IN THE CLASSICAL PERIOD (HAL)**

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

Course conducted in French.

**FRENCH 351—STUDIES IN THE MODERN PERIOD (HAL)**

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

**FRENCH 388R—TOPICS IN FRENCH LITERATURE AND CULTURE (HAL)**

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

**FRENCH 397R—INDIVIDUAL DIRECTED RESEARCH**

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

**GEOLOGY**

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

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

**GEOLOGY 297R—INDEPENDENT STUDY**

TBA. Variable credit. Requires permission of the instructor and a ENVS course. This course provides ENVS students with foundational skills for research under supervision of faculty member. A stepping stone to more advanced research work.

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

**GEOLOGY 100N—DESERT GEOLOGY (SNT)**

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

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

Off-campus course. Interim. Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. Field study of modern and ancient tropical

environments using the Bahamas Platform as a case study. Geological, biological, and paleontological analysis of terrestrial and marine ecosystems on San Salvador Island, Bahamas. Includes an additional required weekend field trip to a Georgia coast barrier island. Classes meet weekly during the semester. Fulfills intermediate earth science and upperlevel 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 (HAP)**

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

## **GRAD COURSE**

### **GRAD 700R—UNIVERSITY SEMINAR (HSC)**

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

## **GREEK**

### **GREEK 101—ELEMENTARY GREEK I (HAL)**

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

**GREEK 102—ELEMENTARY GREEK II (HAL)**

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

**HUMAN HEALTH****HEALTH 250—FOUNDATIONS IN GLOBAL HEALTH (HSC)**

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

**HISTORY****HISTORY 101—HISTORY OF WESTERN CIVILIZATION I (HSC)**

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

**HISTORY 102—HISTORY OF WESTERN CIVILIZATION II (HSC)**

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

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

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

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

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

**HISTORY 244—AMERICAN CIVIL RIGHTS HISTORY (HSC)**

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

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

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

**HISTORY 322—EUROPE FROM 1500 TO 1700 (HSC)**

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

**HISTORY 325—MYTHIC KINGS (HSC)**

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

**HISTORY 328—HISTORY OF THE CHRISTIAN CHURCH (HSC)**

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

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

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

**HISTORY 345—THE UNITED STATES SINCE 1945 (HSC)**

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

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

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

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

Alternate years. Credit, three hours. An introduction to the main developments in American society, culture, and politics of the 1960s. Topics include the New Frontier, the Great Society, the Vietnam War as part of the Cold War, the Civil Rights Movement, student activism, the Counterculture, Second-Wave feminism, the New Left, and rise of conservatism.

**HISTORY 385R—SPECIAL TOPICS IN HISTORY**

TBA. Credit, one to four hours. Prerequisites: minimum of one history course and permission of both instructor and chair of the History and 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. Credit, one to four hours. Prerequisite: History 101 or 102 or History 231 or 232 and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

**INTERNSHIP****INTER 490R INTRODUCTION TO LIBERAL ARTS INTERNSHIP**

TBA. Credit, one hour. Course offers students opportunity to earn one academic credit for off-campus internship experience with formal reflection on professional field, typically during Summer. Prerequisite: Completion of LTL\_OX 100 or Career Services Readiness program.

**INTER 492R DISCIPLINARY INTERNSHIP**

TBA. Credit, one hour. Course offers students opportunity to earn one academic credit for off-campus internship experience alongside disciplinary work with a faculty member, typically during the Fall or Spring. Pre-requisite: Completion of LTL\_OX 100 or Career Services Readiness program.

**INTER 496R—ACADEMIC INTERNSHIP PROGRAM**

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

**INTERDISCIPLINARY STUDIES**

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

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

Fall, Spring. Credit, four hours. Prerequisite: Application. Interdisciplinary seminar that engages with the GEP theme chosen by the faculty, subject varies



at the discretion of the instructor, includes a milestone project that is original and utilizes concepts learned in previous INQ courses. Writing Rich Course.

**INTERDISCIPLINARY STUDIES 255—SOCIAL SCIENCE AND SUSTAINABILITY**

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

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

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

**ITALIAN 102—ELEMENTARY ITALIAN II (HAL)**

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

**ITALIAN 397—SUPERVISED READING**

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

**LACS—LATIN AMERICAN AND CARRIBBEAN STUDIES****LACS 101—INTRODUCTION TO LATIN AMERICAN STUDIES (HSC)**

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

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

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

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

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

**LACS 270—TOPICS: LATIN AMERICAN ISSUES (HSC)**

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

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

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

**LATIN 102—ELEMENTARY LATIN II (HAL)**

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

**LATIN 201—INTERMEDIATE LATIN I (HAL)**

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

**LATIN 202—INTERMEDIATE LATIN II (HAL)**

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

**LATIN 398R—SUPERVISED READING IN LATIN**

Credit. Four hours. Advanced supervised study in Latin and literature. 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.

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

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

**LTL 200—TEACHING TO LEAD**

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

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

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

**LINGUISTICS 201—FOUNDATIONS OF LINGUISTICS (HSC)**

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

**LINGUISTICS 212—STRUCTURE OF HUMAN LANGUAGE (HSC)**

On Demand. Credit, three hours. Prerequisite: LING 201 or ANT 203 or equivalent transfer credit. This course investigates word formation (morphology) and sentence structure (syntax) in the world's languages.

**LINGUISTICS 318—SECOND LANGUAGE ACQUISITION (HSC)**

On Demand. Credit, three hours. This course is an introduction to second language acquisition (SLA) which seeks to understand the linguistic, psychological and social processes that underlie the learning and use of additional language(s).

**LINGUISTICS 340—TOPICS IN SOCIOLINGUISTICS (HSC)**

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

**LINGUISTICS 360—THE ENGLISH LANGUAGE (HSC)**

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

**LINGUISTICS 397R DIRECTED STUDY IN LINGUISTICS**

On Demand. Credit, one to four hours. This course gives undergraduate students the opportunity to follow a reading plan and/or conduct empirical research under the direction of a faculty member.

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

Fall, Spring. Credit, three hours. This course is designed for students who need to strengthen their mathematical backgrounds before entering regular college mathematics courses. The course includes a review of algebra and transcendental functions (Trigonometric, logarithmic, and exponential functions).

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

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

**MATHEMATICS 110—MATH 110 TRANSITION TO CALCULUS (MQR)**

Fall, Spring. Credit, three hours. Pre-calculus topics with beginning calculus. For students who need a review of transcendental functions while learning calculus. Provides a solid foundation for subsequent calculus courses.

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

Fall, Spring. Credit, three hours. Basic concepts in counting, probability, topics include geometry and number theory. Intended for non-mathematics majors.

**MATHEMATICS 120—INTRODUCTION TO PURE MATHEMATICS (MQR)**

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

**MATHEMATICS 123—THE ORIGINS OF MATHEMATICS (MQR)**

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

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

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

**MATHEMATICS 207—PROBABILITY AND STATISTICS (MQR)**

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

**MATHEMATICS 211—MULTIVARIABLE CALCULUS (MQR)**

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

**MATHEMATICS 212—DIFFERENTIAL EQUATIONS (MQR)**

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

**MATHEMATICS 221—LINEAR ALGEBRA (MQR)**

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

**MATHEMATICS 250—FOUNDATIONS OF MATHEMATICS (MQR)**

Spring. Credit, three hours. Prerequisite: Math 112. An introduction to theoretical mathematics, logic and proof, sets, induction, abstract algebras between mathematics and scientific inquiry not offered in regular or advanced courses or seminars.

**MATHEMATICS 297R—DIRECTED STUDY**

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

**MATHEMATICS 315—NUMERICAL ANALYSIS (MQR)**

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

**MIDDLE EASTERN ASIAN STUDIES****MESAS 100—INTRODUCTION TO MIDDLE EASTERN CIVILIZATIONS (HSC)**

TBA. Credit, three hours. Introduction to the history, geography, and religions of the Middle East from ancient to modern times, focusing on how this history helped shape the Middle East of today. Required of all Middle East studies majors.

**MESAS 250—ARCHAEOLOGY AND THE BIBLE (HSC)**

TBA. Credit, three hours.

**MILESTONE PROJECT****MLP 101—MILESTONE PROJECT**

TBA. Credit, one hour. A digital portfolio reflection project in which each student curates coursework, experiential learning opportunities, co-curricular experiences, and leadership endeavors and reflects upon the connections among and impact of this academic work.

**MUSIC****MUSIC 101—INTRODUCTION TO MUSIC (HAP)**

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

**MUSIC 114—INTRODUCTION TO THEORY AND COMPOSITION (HAP)**

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

**MUSIC 200—MUSIC, SOCIETY, AND CULTURE (HSC)**

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

**MUSIC 204—MUSIC CULTURES OF THE WORLD (HAP)**

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

**MUSIC 300V—OXFORD CHAMBER ENSEMBLE**

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

**MUSIC 310—APPLIED MUSIC, NON-MAJORS**

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

**MUSIC 389R—SPECIAL TOPICS IN MUSIC HISTORY**

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

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

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

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

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

**PHILOSOPHY 110—INTRODUCTION TO LOGIC (MQR)**

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

**PHILOSOPHY 115—INTRODUCTION TO ETHICS (HAP)**

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

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

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

**PHILOSOPHY 200—ANCIENT GREEK AND MEDIEVAL PHILOSOPHY (HSC)**

TBA. Credit, four hours. No prerequisites, but is more suitable for sophomores. This course will introduce principal figures and topics in ancient Greek and medieval philosophy.

**PHILOSOPHY 202—RENAISSANCE AND MODERN PHILOSOPHY (HSC)**

TBA. Credit, four hours. No prerequisites, but is more suitable for sophomores. This course will introduce principal figures and topics in Renaissance and modern philosophy.

**PHILOSOPHY 204—NINETEENTH AND TWENTIETH CENTURY PHILOSOPHY (HSC)**

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

**PHILOSOPHY 220—HISTORY OF POLITICAL PHILOSOPHY (HSC)**

TBA. Credit, three hours. Key figures and concepts in the history of the philosophical sub-discipline of political philosophy. Students will read texts dating from the ancient world to important works in the 20th century.

**PHILOSOPHY 282R—DIRECTED STUDY**

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

**PHILOSOPHY 285R—SPECIAL TOPICS IN PHILOSOPHY (HAP)**

TBA. Credit, three hours.

**PHILOSOPHY 300—ISSUES IN METAPHYSICS & EPISTEMOLOGY (HAP)**

TBA. Credit, three hours. Students will study two systematic areas of philosophy, metaphysics and epistemology. They will examine a range of texts and positions in those sub-disciplines, and they will gain an understanding of how they have evolved, historically.

**PHILOSOPHY 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 102—WEIGHT TRAINING/INDOOR CYCLING (PPF)**

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

**PHYSICAL EDUCATION 103—WEIGHT TRAINING/JOGGING (PPF)**

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

**PHYSICAL EDUCATION 104—INDOOR CYCLING/CONDITIONING (PPF)**

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

**PHYSICAL EDUCATION 105—INDOOR CYCLING/CIRCUIT TRAINING (PPF)**

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

**PHYSICAL EDUCATION 106—CIRCUIT AND PLYOMETRIC TRAINING (PPF)**

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

**PHYSICAL EDUCATION 107—FITNESS RUNNING (PPF)**

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

**PHYSICAL EDUCATION 108—WATER AEROBICS (HTH)**

TBA. Credit, one hour.

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

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



**PHYSICAL EDUCATION 110—BEGINNING SWIMMING (PED)**

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

**PHYSICAL EDUCATION 111—INTERMEDIATE BEGINNING SWIMMING (PED)**

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

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

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

**PHYSICAL EDUCATION 113—LIFEGUARD TRAINING (PED)**

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

**PHYSICAL EDUCATION 120—SKIN AND SCUBA DIVING (PED)**

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

**PHYSICAL EDUCATION 122—BEGINNING TENNIS (PED)**

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

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

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

**PHYSICAL EDUCATION 125—BADMINTON (PED)**

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

**PHYSICAL EDUCATION 126—BEGINNING GOLF (PED)**

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

**PHYSICAL EDUCATION 127—BEGINNING TAI CHI CHUAN (PED)**

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

**PHYSICAL EDUCATION 128—YOGA (PED)**

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

**PHYSICAL EDUCATION 129—KARATE AND SELF DEFENSE (PED)**

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

**PHYSICAL EDUCATION 130—STRESS MANAGEMENT ACTIVITY (PED)**

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

**PHYSICAL EDUCATION 133—TOTAL WELLNESS LIFESTYLE (PPF)**

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

**PHYSICAL EDUCATION 134—SOCCER (PED)**

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

**PHYSICAL EDUCATION 135—BASKETBALL (PED)**

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

**PHYSICAL EDUCATION 136—FLAG FOOTBALL (PED)**

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

**PHYSICAL EDUCATION 137—ULTIMATE FRISBEE (PED)**

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

**PHYSICAL EDUCATION 138—BEGINNING BALLET TECHNIQUE (PED)**

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

**PHYSICAL EDUCATION 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. 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/BASKETBALL (PED)**

This paired course is designed to increase the student's 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, cardio-respiratory, and aerobic fitness as well as developing a healthy and sustainable physical active lifestyle. Students may use their own bike or may use a bike and helmet borrowed from Oxford College. Helmets are required.

**PHYSICAL EDUCATION 148—THROWBACK CHILDHOOD GAMES (PED)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PHYSICAL EDUCATION 220R—TOPICS IN PHYSICAL EDUCATION (PED)**

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

**PHYSICS****PHYSICS 141—INTRODUCTORY PHYSICS I WITH LABORATORY (SNT)**

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

**PHYSICS 142—INTRODUCTORY PHYSICS II WITH LABORATORY (SNT)**

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

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

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

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

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

**PHYSICS 212—COMPUTATIONAL MODELING FOR SCIENTISTS AND ENGINEERS WITH LAB**

(Crossed listed as Biology 212)

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

**PHYSICS 253—MODERN PHYSICS WITH LABORATORY (SNT)**

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

**PHYSICS 380R—SPECIAL TOPICS IN PHYSICS**

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

**PHYSICS 397R—DIRECTED STUDY**

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

**PHYSICS 399R—UNDERGRADUATE RESEARCH**

On demand. Credit, one to four hours. Prerequisite: at least one course in physics and permission of instructor. For students who want to participate in physics research with an Oxford College physics faculty member acting as research director.

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

Fall. Credit, three hours. Prerequisite/Co-requisite: Political Science 101. Origins, principles, structures, processes, and practices of American government from a political science perspective. Emphasizes on democratic foundations, lining processes, government institutions, and policy making.

**POLITICAL SCIENCE 101—INTRODUCTION TO POLITICS (HSC)**

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

**POLITICAL SCIENCE 110—INTRODUCTION TO INTERNATIONAL POLITICS (HSC)**

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

**POLITICAL SCIENCE 113—THE GENESIS OF THREE MAJOR WORLD ISSUES**

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

**POLITICAL SCIENCE 120—INTRODUCTION TO COMPARATIVE POLITICS (HSC)**

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

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

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

**POLITICAL SCIENCE 201—CLASSICAL POLITICAL THOUGHT (HAP)**

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

**POLITICAL SCIENCE 202—MODERN POLITICAL THOUGHT (HAP)**

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

**POLS 208—RESEARCH DESIGN METHODS (HSC)**

Spring. Credit, three hours. Prerequisite: QTM 100 and POLS 101Q. This course provides an introduction to the theory and method of contemporary political analysis. 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 the first two years to prepare themselves for upper-level coursework.

**POLS 210—INTERMEDIATE INTERNATIONAL POLITICS (HSC)**

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

**POLS 220—INTERMEDIATE COMPARATIVE POLITICS**

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

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

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

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

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

**POLITICAL SCIENCE 320—POLITICAL VIOLENCE (HSC)**

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

**POLITICAL SCIENCE 353—CIVIL LIBERTIES (HSC)**

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

**POLITICAL SCIENCE 354—CRIMINAL JUSTICE (HSC)**

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

**POLITICAL SCIENCE 385R—SPECIAL TOPICS IN POLITICAL SCIENCE**

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

**POLITICAL SCIENCE 397R—DIRECTED STUDY**

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



## **PSYCHOLOGY**

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

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

### **PSYCHOLOGY 111—INTRODUCTION TO PSYCHOLOGY II: DEVELOPMENT, SOCIAL BEHAVIOR, AND INDIVIDUAL DIFFERENCES (HSC)**

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

### **PSYCHOLOGY 200—LABORATORY IN EXPERIMENTAL METHODS (HSC)**

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

### **PSYCHOLOGY 205—CHILD DEVELOPMENT (HSC)**

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

### **PSYCHOLOGY 210—ADULT PSYCHOPATHOLOGY (SNT)**

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

### **PSYCHOLOGY 211—CHILDHOOD PSYCHOPATHOLOGY (HSC)**

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

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

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

### **PSYCHOLOGY 223 DRUGS AND BEHAVIOR (SNT)**

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

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

Fall. Credit, four hours (TPSL). This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

**PSYCHOLOGY 311—ADOLESCENT PSYCHOLOGY (HSC)**

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

**PSYCHOLOGY 312—PSYCHOLOGICAL CONCEPTIONS OF GIFTEDNESS (HSC)**

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

**PSYCHOLOGY 330—PERSONALITY THEORIES (HSC)**

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

**PSYCHOLOGY 360—FOUNDATIONS OF LEADERSHIP**

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

**PSYCHOLOGY 385R—SPECIAL TOPICS IN PSYCHOLOGY**

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

**PSYCHOLOGY 397R—DIRECTED STUDY**

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

**QUANTITATIVE THEORY AND METHODS****QTM 100—INTRODUCTION TO STATISTICAL INFERENCE WITH LABORATORY (MQR)**

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

theory and the lab session applies those lessons using the statistical software. The following departments require QTM100 as a part of their major coursework: neuroscience and behavioral biology, psychology, anthropology, educational studies, human health, and sociology.

## **RELIGION**

### **RELIGION 100—INTRODUCTION TO RELIGION (HSC)**

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

### **RELIGION 150—INTRODUCTION TO SACRED TEXTS (HAP)**

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

### **RELIGION 205—BIBLICAL LITERATURE (HAP)**

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

### **RELIGION 211—WESTERN RELIGIOUS TRADITIONS (HSC)**

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

### **RELIGION 212—ASIAN RELIGIOUS TRADITIONS (HAP)**

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

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

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

### **RELIGION 305—INTRODUCTION TO BUDDHISM (HSC)**

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

**RELIGION 314—ISLAM (HSC)**

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

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

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

**RELIGION 345—THE ETHICS OF JESUS (HSC)**

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

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

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

**RELIGION 370R—SPECIAL TOPICS: RELIGION AND CULTURE (CHECK CLASS SCHEDULE FOR TAG)**

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

**RELIGION 373R—SPECIAL TOPICS IN RELIGIOUS STUDIES**

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

**RELIGION 383—ISLAM IN AMERICA (HSC)**

TBA. Credit, three hours. Exploration of the multiple ways Muslim communities in the United States have been both maintaining and reconfiguring their cultural, ethnic and religious identities in the American public square.

**RELIGION 397R—DIRECTED STUDY**

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

## **SOCIOLOGY**

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

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

### **SOCIOLOGY 214—CLASS/STATUS/POWER (HSC)**

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

### **SOCIOLOGY 215N—SOCIAL PROBLEMS (HSC)**

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

### **SOCIOLOGY 221—CULTURE AND SOCIETY (HSC)**

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

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

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

### **SOCIOLOGY 235—DEVIAANT BEHAVIOR (HSC)**

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

### **SOCIOLOGY 240—SOCIOLOGY OF FOOD (HSC)**

Fall. Credit, four hours. This course takes a sociological look at food, with a focus on sustainability. Students will study political economy, food security, and culture as it relate to food production and consumption.

**SOCIOLOGY 245—INDIVIDUAL AND SOCIETY (HSC)**

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

**SOCIOLOGY 247—RACIAL & ETHNIC RELATIONS (HSC)**

TBA. Credit, three hours. Relations between and within groups, and conflict and cooperation in light of a number of models of social interaction. Application of principles to racial, religious, and ethnic minorities.

**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 254—PEOPLE & NATURE (HSC)**

TBA. Credit, three hours. Select readings and seminar discussions on the social construction of “nature” and its intersections with human social relationships. This course will emphasize interdisciplinary understandings of people and nature and their overlaps.

**SOCIOLOGY 255—GLOBAL POLITICAL ECONOMY AND SUSTAINABILITY (HSC)**

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

**SOCIOLOGY 389R—SPECIAL TOPICS IN SOCIOLOGY**

TBA. Credit, three hours. Seminar in selected topics of sociology. May be repeated for credit when topic varies.

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

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

**SPANISH 102—ELEMENTARY SPANISH II (HAL)**

Spring. Credit, four hours. Prerequisite: Spanish 101 or permission of instructor. Continuation of Elementary Spanish I.

**SPANISH 201—INTERMEDIATE SPANISH I (HAL)**

Fall. Credit, three hours. Prerequisite: Spanish 102, placement, or permission of instructor. Students learn to communicate through activities in speaking, listening, reading, and writing; review and learning of vocabulary, grammar, and pronunciation; and study of Hispanic cultures and societies.

**SPANISH 202—INTERMEDIATE SPANISH II (HAL)**

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

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

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

**SPANISH 300—INTRODUCTION TO HISPANIC CULTURAL THEORY (HAL)**

Fall, Spring. Credit, three hours. Prerequisite: Spanish 212, placement or by permission of instructor. This is a foundational course required for the major and minor. A course in Hispanic cultural literacy that also strengthens written and oral language skills. This course must be completed on campus at Oxford or Emory College and cannot be completed abroad.

**SPANISH 302—MODERN HISPANIC TEXTS AND CONTEXTS (HAL)**

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

**SPANISH 311—HISPANIC NARRATIVE**

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

**SPANISH 312—THEATRE, FILM, AND PERFORMANCE ARTS**

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

**SPANISH 318—ADVANCED WRITING IN SPANISH (HALW)**

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

**SPANISH 376R—DIRECTED RESEARCH IN SPANISH**

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

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

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

**THEATER STUDIES****THEATER STUDIES 120—INTRODUCTION TO ACTING (HAP)**

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

**THEATER STUDIES 200R—THEATRE PRACTICUM**

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

**THEATER STUDIES 216—HISTORY OF DRAMA AND THEATER II (HSC)**

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

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

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



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

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

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

### **WOMEN'S, GENDER, AND SEXUALITY STUDIES 202—GENDER, RACE AND SEXUALITY (HSC)**

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

### **WOMEN'S, GENDER, AND SEXUALITY STUDIES 285/ANTH 265—ANTHROPOLOGY OF GENDER (HSC)**

Fall. Credit, three to four hours. The cross-cultural study of gender and sexuality. We pay special attention to the way genders are performed and the important role of language in the construction of genders. While all cultures identify and mark difference in gender, there is incredible diversity in the ways that they do so. In this course, we explore the ways that people from different times and different communities imagine, practice, experience, challenge, and impose ideas of gender and sexuality. Created for cross-listing with Anthropology 265.

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

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

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

Spring. Credit, four hours. No prerequisite. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

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

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

# Educational Resources

## LIBRARIES

### Oxford Library and Academic Commons

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

**Research Practices Library Instruction Program:** Collaboration between librarians and faculty provides course integrated library instruction, helping students maximize the resources available to them and become skilled and critical information consumers.

**Librarians' Office Hours:** One-on-one research help with a librarian is available in dedicated research consultation areas. Students may drop in for a research consultation or make an appointment for more in-depth help.

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

- Library staff may be reached by phone, email, text message, or instant message for assistance.
- Library open 24 hours, seven days each week, when school is in session.
- Full access to the extensive print and electronic resources of all the Emory University Libraries, including 4 million print and electronic volumes, 100,000 electronic journals, and internationally renowned special collections.
- Unique collections include graphic novels and games.
- Items requested from any of the Atlanta Emory libraries are delivered directly to the Oxford campus.
- Interlibrary Loan request system—get resources you need if they are not available at any Emory libraries.
- Check out MacBooks and iPads, and a variety of A/V equipment, including phone chargers, projectors, cameras, and tripods.
- Technology-rich group study spaces that may be reserved online.
- Virtual reality lab provided by partnership with Academic Technology.

More information about the Oxford library can be found on our website, [oxford.library.emory.edu](http://oxford.library.emory.edu)

**INFORMATION TECHNOLOGY FACILITIES**

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

**GETTING HELP**

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

**COURSES, GRADES, BILL INFORMATION**

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

**INTERNET**

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

**FREE SOFTWARE**

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

**PRINTING**

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

**ONLINE VIDEO TRAINING**

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

**CLOUD STORAGE**

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

**ACADEMIC TECHNOLOGY SERVICES**

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

## **WRITING CENTER**

The Oxford Writing Center (OWC) supports all forms of student writing, whether for classroom, professional, public, or personal purposes. . Our goal is to help students grow as flexible, thoughtful communicators through individual writing conferences, college-wide workshops and writing events, and writing-related resources. OWC writing consultants are students with diverse majors and interests who can help their peers with brainstorming, assignment analysis, critical thinking, organization, evidence, style, grammar, and citation. Students of all levels and at any stage of writing are welcome to use the OWC, whether through an appointment or as a writing space. The Oxford Writing Center is located in Pierce Hall and is open twenty-eight hours a week. For current hours and to make appointments, please visit the website at <https://inside.oxford.emory.edu/academics/writing-center/index.html>.

## **MATHEMATICS CENTER**

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

Tutoring can be done either by appointment or on a drop-in basis. Students are encouraged to use the center as a place to do their math homework, asking questions of the faculty and student tutors as needed. For further information or for additional help and resources for some courses (in the form of written and video tutorials), please refer to the Mathematics Center website at [mathcenter.oxford.emory.edu](http://mathcenter.oxford.emory.edu).

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

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

## **SUPPLEMENTAL INSTRUCTION**

Supplemental Instruction (SI) is an academic assistance program that targets historically difficult courses at Oxford College. Faculty select and SI hires, trains, and oversees students who have demonstrated mastery of course material and leadership skills to lead weekly review sessions in future semesters. SI is designed to help any student, not just the students who are not doing well in the class. On average, evidence supports that regularly attending SI sessions can increase a student's grade by a half to a full letter grade. For further information, refer to the website at <https://inside.oxford.emory.edu/academics/student-services.html>.

## **OFFICE OF ACCESSIBILITY SERVICES (OAS)**

Office of Accessibility Services (OAS) works in partnership with the college and students to help provide equal access to educational opportunities for students with disabilities. In order to ensure access and accommodations that support

students to attain their academic goals, OAS staff and our campus partners work actively to reduce barriers in the physical, electronic, and social environments of the campus. These practices encourage accessibility for all learners who wish to participate in what Oxford College and Emory University have to offer. Please visit our website for more information at [accessibility.emory.edu/index.html](http://accessibility.emory.edu/index.html).

### **STUDENT HEALTH SERVICE**

Student Health Service (SHS) provides high quality healthcare from a staff of nationally certified and experienced nurse practitioners. Students may schedule appointments for evaluation and treatment of their primary healthcare needs or concerns. Students commonly visit SHS for acute respiratory infections, dermatologic problems, minor injuries, sexual health care, sports physicals and provision of health/wellness information. Referrals to the college medical advisor or other physician specialists are made when situations necessitate further medical evaluation and treatment. Students do not pay for office visits to SHS but are responsible for costs of special services such as laboratory tests, prescription medicines and visits to private physicians or clinics and hospital emergency rooms. Fees for special services may be billed through the Bursar's office.

To obtain more information about SHS, please visit our webpage <http://oxford.emory.edu/life/thriving-at-oxford/student-health-services.html> or call 770.784.8376.

### **REQUIRED HEALTH FORMS**

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

### **HEALTH INSURANCE**

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

### **COUNSELING AND CAREER SERVICES**

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

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

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

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

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

## **RESIDENTIAL EDUCATION AND SERVICES**

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

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

## **PARKING RULES AND REGULATIONS—STUDENT VEHICLE REGISTRATION**

If you plan to bring a vehicle to Oxford College, fall and/or spring semesters 2019–2020 and have not already registered your vehicle, you should do so at this site: [oxford.emory.edu/parking](https://oxford.emory.edu/parking).

It is recommended that you register as soon as possible because parking permits are issued on a first-come, first-serve basis. The cost to register your vehicle for the school year is \$125.00 per semester. The parking permit fee will be billed to your student account as part of the pre-term registration bill. Students must register their vehicle prior to June 15, 2019, for the fall semester to avoid an additional \$25.00 late fee. If you plan to keep your vehicle on campus for both fall and spring semesters, you should register for both fall and spring semesters when registering. If for any reason, you determine that you no longer need a

vehicle permit after obtaining one you can have a prorated credit provided to your student account after returning your parking hang tag permit to the Financial Services Office located on the first floor of Seney Hall. Questions about billing or refund credits should be directed to 770.784.4767.

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

## Admission

### REQUIREMENTS

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

The applicant must also present satisfactory scores on the examinations of the College Entrance Examination Board (SAT: Oxford College code number 5186) or the American College Testing program (ACT: Oxford College code number 0815). Emory University accepts the Common Application or Coalition Application. You may find the link to these applications at [apply.emory.edu](http://apply.emory.edu).

### APPLICATION PROCEDURE

#### Application Fee

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

#### Admission Plans

There are three options for admission plans under which one can apply to Oxford College of Emory University.

#### Early Decision

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

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

**Regular Decision**

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

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

**Oxford Scholars Program**

Deadline: November 15. Notification: Mid-February

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

**Early Admission**

Deadline: January 15. Notification: April 1

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

**Joint Enrollment**

Deadline: June 15. Notification: August 1

This admission plan serves students who wish to take courses at Oxford while still enrolled in high school. Students must have completed the junior year in secondary school and must follow the same admission procedures as candidates for regular admission. Candidates must take the SAT I or ACT prior to the application deadline. Applicants may apply only for the fall semester and students are limited to ONE class per academic semester.

**Admission Decisions**

Upon notice of acceptance, a deposit of \$550 is required by the stated deadline for Early Decision or for Regular Decision by May 1 for summer or fall enrollment. This will apply toward the first semester's fees. The deposit may be refunded if requested by May 1 for summer or fall enrollment, and by December 15 for spring enrollment.

## Credits Outside of Emory University

**GENERAL GUIDELINES**

First-time entering Oxford College students can receive a combined total of 18 credit hours granted from the following:

1. Advanced Placement credits (AP)
2. International Baccalaureate (IB), French Baccalaureate, A Level exams, and all other international exams



3. Other college credit
4. Transient study credits earned the first year at Oxford

### **ADVANCED PLACEMENT (AP)**

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

1. Faculty in ECAS and Oxford College will jointly determine the scores for specific tests that will be accepted, and the equivalent courses at Emory that tests can replace. Scores below 4 will not be accepted as fulfilling Emory requirements. For example, the ECAS Mathematics department and Oxford Mathematics faculty will jointly review the Calculus AP tests to determine whether Emory will accept scores of 4 and 5, or only scores of 5 for each test. The faculty will further evaluate whether the AP test credit can be used as a pre-requisite for courses that require MATH 111 or MATH\_OX 111 as a pre-requisite.
2. Students will receive 3 credit hours for each accepted test scores, up to 12 total credit hours. Where two exams are offered in one field, for example English Literature and English Language, languages, or computer science, credit will be offered for one but not both exams. Students who take both the AP and IB tests for the same course are eligible to have only one test posted for the course.
3. Students may fulfill GER requirements with AP or IB tests if the equivalent Emory courses fulfill GER requirements. For AP or IB courses that offer only elective credit, students receive credit hours but may not use the test scores to fulfill GER requirements or as pre-requisites for more advanced courses.
4. Students may use AP test credit to allow them to begin with more advanced courses. For example, a student with appropriate AP test scores for Economics may begin with ECON 112 if the Economics faculty determine that AP courses cover the curriculum of ECON 101.
5. All AP and IB tests with appropriate scores for credit hours or waivers will be posted to the Emory transcript. This will allow a student to use these test scores as pre-requisites and allow advisors to understand students' preparation for more advanced courses.
6. Test score information must be sent to Emory directly from the organization issuing test scores and must be received by the end of a student's first semester at Emory.
7. Transient study policies are set separately from these policies.

### **Notes:**

Credit is awarded for Higher Level exams only.

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

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

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

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

The Advanced Placement examination can be used to satisfy General Education Program Requirements in accordance with college policy. Whether such credit shall apply to Oxford's distribution requirements and the General Education Program Requirements is a determination made by the faculty in the discipline granting the credit. AP scores must be received by the end of the first semester of the first year. Scores should be sent directly to Oxford College, Registrar's Office, 801 Emory Street, Oxford, Georgia 30054 from AP Services, P.O. Box 6671, Princeton, New Jersey 08541-6671. AP code for Oxford College is 5186. Phone 609.771.7388 or 888.225.5427; email address: [ap\\_exams@info.collegeboard.org](mailto:ap_exams@info.collegeboard.org); web address: [collegeboard.org/ap-scores.html](http://collegeboard.org/ap-scores.html).

### **INTERNATIONAL BACCALAUREATE (IB)**

Oxford College will grant up to twelve hours of credit for IB scores of five, six, or seven on the higher-level examinations. Students may not receive IB credit in a discipline if AP credit has been granted. No credit will be allowed for subsidiary-level examinations. IB scores must be received by the end of the first semester of the first year. Scores should be sent to Oxford College, Registrar's Office, 801 Emory Street, Oxford, Georgia 30054 from International Baccalaureate Americas Global Centre, 7501 Wisconsin Avenue, Suite 200 West, Bethesda, Maryland 20814. Phone: 301.202.3000; Fax: 301.202.3003; Email: [iba@ibo.org](mailto:iba@ibo.org); Skype: IN Americas; web address: [ibo.org/](http://ibo.org/).

### **COLLEGE CREDIT**

Students who have taken college courses to supplement their high school program should apply as a first-year student applicant. Dual/Joint enrollment course work will be evaluated, and students may receive credit at Oxford College, provided their performance is creditable, does not count toward high school graduation, and work consists of acceptable college-level courses as determined by the assistant dean for academic affairs. No more than 18 semester hours of credit will

be granted for combined AP, IB, or college credit course work with a minimum of 48 credit hours to be completed in residence at Oxford College.

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

### **TRANSIENT STUDY**

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

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

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

# Financial Information

## EXPENSES

### Basic Cost

Basic expenses for the academic year 2019-2020 are approximately \$34,388 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 2019-2020 semester tuition charge of \$26,535 includes full-time instruction in an average program of study, use of facilities and equipment, medical and health service, and library service. Students who do not waive their health insurance option will be billed for health insurance.

Part-time students (with a course load of fewer than twelve semester hours) are charged \$2,211 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 \$1,658 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 2019-2020 cost of room and board averages \$4,319 for room and \$3,167 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 needbased aid that they received at Oxford.

Need-based grants are awarded for an academic year, provided the student is not placed on academic probation for two consecutive semesters. Federal regulations require that students receiving financial assistance maintain satisfactory academic progress. The Office of Financial Aid is required to monitor a student aid recipient's academic progress. Aid recipients must meet certain quantitative and qualitative measures and complete their programs within a maximum time frame. All students who receive financial aid, whether from federal, state or Emory-funded sources, must be enrolled degree candidates in good standing to retain financial aid awards. Academic records will be evaluated each semester as follows. Grade point average (GPA), time to degree completion and percentage of courses passed will be evaluated at the conclusion of each semester.

Students must meet the following minimum requirements to meet satisfactory academic progress standards. All students must attain a 2.0 current GPA for each semester of work. All students must maintain a 2.0 cumulative GPA for all work attempted. All students must pass two-thirds of the hours taken. Any student who fails to meet these conditions during two successive semesters shall be automatically excluded regardless of any previous average. All students are expected to complete their degree programs within a maximum time frame. The maximum time frame for undergraduate students is 150% of the hours required to complete their degree program (82 maximum attempted credit hours based on a 66 credit hour degree requirement). Time to degree completion is calculated for all credit hours which the student enrolls or receives credit at Emory University and receives any of the following grades: A, B, C, D, F, Satisfactory and Unsatisfactory. A course assigned an Incomplete, In Progress or Withdrawal is also counted toward attempted credits. Audited classes are not considered attempted credits. Oxford uses both the College Scholarship Service Profile (CSS Profile) and the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid. The College Scholarship Service is a cooperative program for handling confidential statements submitted by parents in support of applications for financial assistance.

Both the CSS Profile and FAFSA forms should be filed online at collegeboard.com and fafsa.ed.gov, respectively. Signed copies of all student and parent tax returns, business taxes, schedules, and W2 forms must be sent to the IDOC processor through the College Scholarship Service. For students who apply under the Early Decision I deadline, these statements should be sent by December 1 in order to ensure a financial aid award will be received prior to the December 15 deposit deadline. January 15 is the priority deadline for students who apply under Early Decision II and February 15 for those who apply under Regular Decision. Financial aid award packages for entering students with complete financial aid files are available 48 to 72 hours after the admission notification is made available. Financial aid award packages for returning and continuing students will be available in the summer.

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

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

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

## **ACADEMIC SCHOLARSHIPS**

Academic scholarships are awarded solely on the basis of academic and personal merit. Academic scholars placed on Honor or Conduct Council probation for the first time will lose their scholarships permanently. All scholars are expected to remain enrolled on the Oxford campus for four semesters.

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

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

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

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

***Dean's Scholars***

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

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

***Faculty Scholars***

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

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

***Emory Opportunity Award***

These scholarships range from \$5,000 to \$15,000 per year for four years with two years at Oxford College and two years on the Atlanta campus. These are awarded annually. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.2 grade-point average to receiving the Emory Opportunity Award.

***Liberal Arts Scholar***

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

**SOPHOMORE SCHOLARSHIPS*****Brad Edwards Leadership Award***

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

***Judy Greer Scholarship***

Awarded annually to two rising sophomores who exemplify the spirit and mission at Oxford College. Candidates must have at least a 3.0 GPA and a record of leadership, and plan to be on the Oxford campus for both semesters of their sophomore years. This award was initiated by the class of 1959 and supported by other alumni and friends to honor Judy Greer, professor of physical education, on her retirement from Oxford College in 1996. She taught at Oxford for more than thirty years.

***Oxford Scholars***

Academic scholarships are awarded annually to Oxford students continuing to the Atlanta campus. These students are nominated by the dean of Oxford College in consultation with the Oxford faculty. Nominees must show academic achievement, leadership ability, strong character, and potential to make significant contributions to Emory College. Final selections are made by the dean of Emory College. These scholarships are renewable for the senior year, provided the student maintains an acceptable academic record.

***Sammy Clark Scholarship***

Established in 2005 by alumni and friends to honor Reverend Sammy Clark, Oxford College chaplain from 1982 to 1999, this \$5000 scholarship is awarded annually to a student for the sophomore year only. The recipient, expected to maintain a 2.5 grade-point average while at Oxford, should be someone who is a servant leader and exhibits a genuine concern for the needs of other human beings.

**ADDITIONAL SCHOLARSHIPS**

Two/four scholarships are provided by the United Methodist Church for outstanding Methodist students.



**Methodist Ministerial Scholarships**

Sons or daughters of active United Methodist Ministers or missionaries may receive a scholarship of 45 percent of current tuition. Application forms may be obtained from the Oxford Financial Aid Office and the minister must meet the criteria of being included in one of the United Methodist Conference Journals.

**Courtesy Scholarships**

Emory offers a Courtesy Scholarship program for continued educational development for employees, their spouses or same-sex domestic partners, and children. Courtesy Scholarship information may be obtained from Emory Human Resources or on Emory's Human Resources website under Benefits.

**Georgia Tuition Grant/ Georgia HOPE Scholarships**

All students must complete a FAFSA application to be eligible for these awards. A state grant is available to each legal resident of Georgia who attends a private college in the state and takes a minimum of twelve semester hours. Formal application for this grant must be made through [gafutures.org](http://gafutures.org). The amount of the grant varies each year. The Financial Aid Office at Oxford will have information on funding amounts each summer.

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

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

Information concerning part-time jobs in offices, the library, the dining hall, residence halls, and laboratories; loan funds available to prospective students; and financial benefits available to veterans or their dependents may be obtained from the Financial Aid Office, Oxford College, 801 Emory Street, Oxford, Georgia 30054

**NAMED SCHOLARSHIPS*****C.R. Bard Scholarship***

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

***Dr. William Troy Bivings Scholarship***

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

***Cline Family Fellowship***

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

***Jennifer Lea Evans Award***

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

***B. Lisa Friddell, MD Memorial Scholarship***

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

***Sara McDowell Gregory Memorial Scholarship***

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

***Martin Luther King Jr. Scholarship***

Funded jointly by Oxford College and the Newton County King Scholar Fund, the Martin Luther King Jr. Scholarship is awarded annually to a student from a Newton County high school who chooses to attend Oxford College. This full-tuition award is presented on the basis of financial need and merit and continues to Emory College, Goizueta Business School, or Nell Hodgson School of Nursing. Students must maintain a 3.2 GPA to continue as MLK scholars.

***John and Quida Temple Scholarship***

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

***Floyd Watkins Scholarship***

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

# Regulations

## Administration of curriculum

---

Academic policies of the college are discussed by the Academic Policy and Planning Committee and voted on by the faculty.

## Requirements and Eligibility for Graduation and Continuation to the Atlanta campus of Emory University:

---

Subject to the limitations and qualifications stated elsewhere in this catalog, requirements for associate of arts degrees are as follows:

1. a minimum of 66 semester hours of credit: 64 hours in academic courses plus two physical education hours;
2. a minimum of 48 credits taken at Oxford College, the final eight (8) of which must be taken at Oxford College or Emory University Summer School;
3. a cumulative grade point average of at least 2.0;
4. fulfillment of the General Education Program; and
5. satisfaction of all financial obligations to Oxford College and Emory University.

No degree may be conferred to a student while that student has a pending Honor Code of Code of Conduct case, nor when that student is suspended from Oxford College under the provisions of the Honor Code or Code of Conduct.

Students may not continue to the Atlanta campus of Emory University (including Emory College, Goizueta Business School, and/or the School of Nursing) until all degree requirements have been met and the associate of arts degree conferred.

Oxford College students may not transfer to Emory College, Goizueta Business School, or the School of Nursing at any time.

The staff, administration, and faculty of Oxford and Emory College, Goizueta Business School, and the School of Nursing work to give Oxford's rising juniors the information and guidance required to continue to the Atlanta campus 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. 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.

Upon continuation to the Atlanta campus of Emory University, Oxford College students must satisfy all degree, credit, residency, and graduation requirements to graduate from Emory College, Goizueta Business School, and/or the School of Nursing. Minimum standards are noted below; individual students' requirements may differ.

School	Credits	Residency
Oxford College	A minimum of 48 credits at Oxford and a total of 66 credits to earn the AA	The final eight (8) credits must be taken at Oxford College or Emory University Summer School
Emory College	A minimum of 54 credits post-AA and a total of 127 to earn the BA or BS	A minimum of three semesters
Goizueta Business School	A minimum of 65 credits post-AA and a total of 128 to earn the BBA	A minimum of four semesters
School of Nursing	A minimum of 60 credits post-AA and a total of 126 to earn the BSN	A minimum of four semesters

Courses taken from Emory College, Goizueta Business School, and/or the School of Nursing while an Oxford College student cannot count as part of the post-Associate of Arts residency requirements.

Student responsibilities (illustrative not exhaustive): know, understand, and satisfy graduation, continuation, and credit and residency requirements. Apply for graduation, according to published deadlines and procedures.

Typically involved Oxford parties: Oxford College faculty, associate dean for academic affairs, ASC, Registrar's Office

Possible outcomes (illustrative not exhaustive): graduate, continue to the Atlanta campus, transfer, or be excluded.

**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. 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.

### 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; or WU, unsatisfactory withdrawal.

Oxford College does not officially recognize audits. Students may therefore not register to audit any college course. With the permission of the instructor, students may unofficially visit any course for which they are eligible to register, but no record is kept of courses so visited.

Oxford students may not choose the grade basis of S/U for any course. This includes summer school, study abroad, transient study coursework, and courses taken at Emory College.

Student responsibilities (illustrative not exhaustive): understand the grading for each class. Enroll in all courses for a letter grade basis. Follow procedures and meet deadlines to withdraw, as applicable.

### Incomplete Work

A grade of I, Incomplete, may be recorded in three cases: (1) for courses in which an honor code investigation is pending; (2) in travel courses or study abroad in which graded portions of the class occur after the last day of finals in the semester of enrollment; or (3) when the associate dean of academic affairs, for reasons such as a student's or faculty member's illness or emergency, grants a faculty member permission to assign a grade of Incomplete (I). 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 a grade of Incomplete Failing (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.

Student responsibilities (illustrative not exhaustive): participate in honor code investigation, as applicable. Participate in the establishment of new deadlines for outstanding work, including signature on a form delineating the work and deadlines. Ensure submission of complete work according to agreed-upon procedures and deadlines.

Typically involved Oxford parties: associate dean for academic affairs, Oxford College faculty, ASC, Registrar's Office

Possible outcomes (illustrative not exhaustive): denial of option to record grade of I; permission to award grade of I; unsuccessful completion of the course and subsequent record of grade of F; successful completion of the course and subsequent record of earned grade.

### **Grade Appeals**

---

Grade appeals are exercised only in egregious and exceptional circumstances and, as such, are rare. Students should be aware that grading is the prerogative of the faculty member. There are only three scenarios that may result in a successful argument for a change of grade:

- The faculty member calculated the grade incorrectly and the student has documentation to provide evidence.
- Criteria used in grading were different than those set forth in the syllabus and/or provided orally to the class.
- There is objective evidence that the student was graded according to criteria or a scale other than that by which others in the class were graded.

Students who believe such a scenario may apply to them should contact the associate dean for academic affairs within 10 calendar days of the issuance of the grade in question. If a formal appeal is filed, it must be put in writing to the faculty member within 14 calendar days of the issuance of the grade, with stated reasons for the request that conform to one or more of the three grounds for appeal as noted above, with the associate dean for academic affairs in copy. If it remains unresolved, the student, in consultation with the associate dean for academic affairs, should forward the same information with any relevant new information to the division chair. If it remains unresolved, the final step would be to forward the same information with any relevant new information to the dean of academic affairs, whose decision will be final.

Student responsibilities (illustrative not exhaustive): understand the grading for each class. Identify grounds for appeal. Consult with the associate dean for academic affairs, follow procedures, file appeals, and meet deadlines.

Typically involved Oxford parties: Oxford College faculty, associate dean for academic affairs, division chairs, dean of academic affairs.

Possible outcomes (illustrative not exhaustive): acceptance of appeal with subsequent grade change; denial of appeal with no grade change.

### **Midterm Status Reports**

---

Professors are expected to notify students if their academic performance is lower than expected at the midpoint of the semester. The status report will detail the student's progress and include suggestions for improvement. Students receiving midterm status reports (MSRs) should meet with the relevant faculty member, their academic adviser, and the Advising Support Center or associate dean for academic affairs to discuss a plan to manage the completion of the course(s). A letter may be sent to the parents of students receiving three or more midterm status reports if the student has signed a FERPA consent for the release of academic information.

Student responsibilities (illustrative not exhaustive): review and act upon any midterm status reports received. Upon request, meet with the Advising Support Center and/or associate dean for academic affairs.

Typically involved Oxford parties: associate dean for academic affairs, ASC, course faculty member(s), faculty adviser

Possible outcomes (illustrative not exhaustive): completion of the course; withdrawal from the course according to Schedule Adjustments section of this Catalog

### **Petition for Retroactive Academic Relief**

---

Oxford College recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a Voluntary Medical Withdrawal & Leave of Absence (VMW&LOA), which permits students to take a break from Oxford life and their studies, so that they may receive treatment and later return to the University to achieve their academic and co-curricular goals. Those students who are unable to request VMW&LOA while the semester is in process and can provide appropriate documentation that would have lead to approval of VMW&LOA, but do not come forward to obtain a total withdrawal during the semester, may petition the Oxford College Readmission & Relief Committee for Retroactive Academic Relief.

Normally, retroactive academic relief may be applied for and received for one semester only during the student's Oxford College career. Normally, retroactive academic relief may be requested before the end of the next regular semester. A student's academic record is sealed when the Oxford Associate of Arts degree is granted, and no changes to the record will be made per Emory University's sealed records policy.

Review of Retroactive Academic Relief petitions closely mirrors the processes described in the VMW&LOA policy, including, but not limited to, the submission of supporting documents, including those from healthcare providers, as well as possible imposition of conditions.

If the Readmission & Relief Committee grants the petition, all the student's letter grades for the relevant semester will be converted to Satisfactory/Unsatisfactory grades. The semester will not count towards the GPA. Courses in which the student receives a "Satisfactory" grade will count as elective credit toward the academic credit requirement for graduation. Students who receive academic relief from any term are prohibited from petitioning to have any of the courses with a "Satisfactory" grade count in the General Education Requirements (GERs) of the College. In no instance will these "Satisfactory" grades fulfill a GER. In no instance will the student be eligible for tuition/fee adjustment. A notation will be made on the official student transcript indicating the student was granted academic relief for that term due to extenuating circumstances. *Transcript Note: Student approved for academic relief during this term based on extenuating circumstances.*

Student responsibilities (illustrative not exhaustive): seek healthcare and keep relevant documentation. Ensure submission of required documents according to procedures and deadlines. Know and understand the limitations and restrictions imposed by this policy.

Typically involved Oxford parties: associate dean for academic affairs, ASC, Oxford Student Health Service and/or Oxford Counseling and Career Services, and Readmission & Relief Committee

Possible outcomes (illustrative not exhaustive): acceptance of petition, with or without conditions; with or without accommodations; and in the semester of initial request or a later semester; or denial of petition. Retention of credits for courses in which grades of satisfactory were earned. Loss of coursework applicable toward GERs. Possible delay of graduation; possible additional tuition/fees for additional needed semesters and/or coursework.

---

### **Electronic Student Information and Enrollment**

---

OPUS (Online Pathway to University Students) is Emory's student information system on the web. Students are able to register (i.e. add, drop, and swap courses); view unofficial transcripts, grades, schedule changes, registration appointment times, academic adviser's name, billing information, financial aid information, whether or not a hold has been placed on the student's account; and addresses, telephone numbers, and email addresses.

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

---



## Official Transcripts

---

Transcripts of a student's academic record may be obtained by the student by requesting it online through OPUS. Transcripts include the entire scholastic record; no incomplete or partial transcripts will be issued. No transcripts or official statements of any kind will be issued for students whose records show financial indebtedness to Oxford College or any other official holds on their records. There is no per transcript fee, but special delivery (rush ordering) handling fee will be assessed for express mail service.

### ***Sealed Records***

All appeals and petitions noted in this Catalog are null and void once a student's degree has been conferred by Oxford College. A student's academic record is sealed when the degree is granted, and no changes to the record will be made per Emory University's sealed records policy.

## Schedule Adjustments

---

Students cannot withdraw from courses if the withdrawal results in fewer than 12 credit hours, as students are not permitted to underload, except as elsewhere provided for in this Catalog.

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 schedule adjustments and withdrawals.

There is no tuition refund for withdrawal except in cases of a total withdrawal from the College before the end of the sixth week of class. Please refer to the Tuition Adjustment Policy and Deadlines of Emory University.

### **Add/Drop/Swap**

Student may adjust their academic schedules until the end of the Add/Drop/Swap period, which normally occurs on the eighth calendar day after the first day of classes each regular semester. Classes dropped during this period will not appear on the student's transcript. Student (with adviser approval) may add, drop, or swap classes during on registration periods indicated on the academic calendar. Students may not drop English 185 and English 186 during the first year, or physical education courses in any semester (for exceptions to this policy, see Petition for Extended Individual Course Withdrawal); students may swap these courses.

### **Petition for Withdrawal from Course(s)**

If students want to make schedule changes after the Add/Drop/Swap period, they must consult with and receive approval from the Advising Support Center. To process a withdrawal from a course, students must visit the ASC and acquire a

course withdrawal form. The form requires signatures from the student, the course instructor (for the requested withdrawal) and the faculty adviser. The Advising Support Center will not accept incomplete forms. Students requesting course withdrawal must submit their forms personally; the ASC will not accept forms submitted by individuals who are not the student.

After the Add/Drop/Swap period ends, a letter grade of “W” or “WF” is assigned for courses removed from a student’s schedule; the “W” or “WF” will appear on the transcript. A grade of W (no academic penalty) is granted during the first six full weeks of classes of the semester, providing that the student continues to carry a load of 12 credit hours, and with approval of the student’s academic adviser and the Advising Support Center. Course withdrawals made after the first six weeks will be assigned a “WF” (academic penalty) except as elsewhere provided for in this Catalog.

### **Petition for Extended Individual Course Withdrawal by First-Year Students**

This voluntary withdrawal policy applies to students in their first two regular (fall or spring) semesters of Oxford College. This policy does not apply to second-year students or students who are on study abroad programs. First year students may be allowed one withdrawal, with a grade of W, from a course after the six week withdrawal deadline and until the end of the tenth week of classes during their first two semesters of full-time enrollment at Oxford College provided that they maintain a 12 credit hour course load, and with approval from their academic adviser and the Advising Support Center. To process an extended withdrawal, students must visit the ASC and acquire a course withdrawal form. The form requires signatures from the student, the course instructor, and the faculty adviser. The ASC will not accept incomplete forms. Students must submit their forms personally; the ASC will not accept forms submitted by individuals who are not the student.

### **Petition for Extended Course Withdrawal**

After the sixth full week of class after the drop-add period of the semester, a student may petition for a withdrawal from a class based on medical need, family emergency, death in the immediate family, or other significant circumstance resulting in unforeseen hardship for the student. Petitions will be reviewed by the associate dean for academic affairs, who, with the student’s permission, will consult with the appropriate Health Service where appropriate. Consultation with instructors, the student’s adviser, and/or others will be part of the decision process. The associate dean for academic affairs may deny or grant the petition.

### **Petition for Repetition of Courses**

With approval of the faculty adviser and the ASC, 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 credit toward degree requirements 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), Experiential (E), or Ways

of Inquiry (INQ/Q) designation, and the second course instance does, the student may receive the W, E, and/or INQ credit upon successful completion of the course. Students may not repeat a course via transient study.

Student responsibilities (illustrative not exhaustive): Secure approval from the faculty adviser and ASC. Follow all procedures and meet all deadlines regarding schedule adjustments. Know and understand the limitations and restrictions imposed by this policy.

Typically involved Oxford parties: ASC, Oxford College faculty, faculty adviser, Registrar's Office

Possible outcomes (illustrative not exhaustive): enrollment in courses; withdrawal from a course with a grade of W or WF; repetition of a course.

### **Final Exams and Major InCourse Assessments**

---

Students, including students with related accommodations from the Office of Accessibility Services (OAS), must follow the posted exam schedule. Students must secure the approval of the associate dean of academic affairs to take a final exam earlier or later than scheduled. Normally, permission is granted for documented family emergencies, documented medical reasons, for participation in educational programs, or in support of OAS accommodations. Permission will also be granted for students scheduled to take three exams on a single calendar day (not three exams within a general twenty-four-hour period).

Students must document their situation with the associate dean for academic affairs no later than April 1 in spring semester and December 1 in fall semester. Students in this situation may be granted permission to take one of their exams at an alternate date and time within the official exam period. Students may not select which exam is rescheduled.

Leaving early for rides or flights, vacations, weddings or graduations, jobs, or having two exams on one day are not considered valid reasons to request an earlier or later exam.

Students may review their final exam schedules on OPUS, and are encouraged to do so before making any end of semester travel plans. Students who are unsure about their final exam schedule should make plans to depart after the latest exam date and time and before the posted semester departure deadline.

Oxford Residential Education and Services (RES) posts the departure deadline each semester. RES requires all students to depart no more than 24 hours after their last scheduled exam or by the posted semester departure deadline, whichever is earlier. Students whose travel plans involve departure later than 24 hours after their last

exam may be permitted to extend their stay beyond 24 hours after their last exam, provided their conduct is conducive to others' needs for study and sleep.

Any Oxford student seeking to defer a major in-course assessment or final exam due to illness or emergency must be granted formal permission by the associate dean for academic affairs. Such deferments will be granted only in the following circumstances, all of which must be independently documented and verified:

1. Illness requiring in-patient hospitalization during the time of the exam;
2. Death of an immediate family member (grandparent, parent, or sibling) at the time of the exam, or immediately prior;
3. Illness for which a treating physician provides independent, written documentation directly to the associate dean for academic affairs stating that the student is medically incapable of taking the exam because of health risk to self or others. In the event that such documentation is not available, with written consent from the student, if the associate dean for academic affairs can confirm with Student Health Services or Counseling and Career Services that the student is medically incapable of taking the exam because of health risk to self or others, then the student will be excused; or
4. Other extraordinary circumstances beyond the student's control for which documentation can be provided and for which there is absolutely no alternative

Except in the case of #1 or #2, such documentation must be received prior to the exam in order to be excused. In the case of #1 and #2, documentation must be provided no later than 24 hours after the exam and must cover the time of the exam.

Student responsibilities (illustrative not exhaustive): review the final exam schedule in OPUS, and the posted semester departure deadline. Make travel plans accordingly. Follow all procedures and meet all deadlines regarding approval of requested changes to the final exam schedule.

Typically involved Oxford parties: associate dean for academic affairs, Oxford College faculty, RES, Student Health Services, Counseling and Career Services, OAS

Possible outcomes (illustrative not exhaustive): approved change to the final exam schedule, or denial. Excused absence from an examination, or unexcused.

## **Class Attendance**

---

Attending class is a fundamental premise of Oxford College's academic program. The faculty expects regular attendance in all courses, and permits individual faculty to set attendance policies, and to impose related penalties, for their courses.

Faculty are expected to outline their attendance policies and any related penalties in the course syllabus. Faculty are expected to maintain attendance records and to notify the ASC of excessive absences.

While faculty members retain discretion to designate absences as excused or unexcused as per syllabus policies, the ASC may notify faculty members of extenuating circumstances that may affect attendance, upon student request. Examples of valid extenuating circumstances include the following: (1) family or personal emergency; (2) illness; (3) bereavement; or (4) court appearance. Students must request from the ASC notice of extenuating circumstances within five (5) calendar days of the class absence, and must provide valid, verifiable documentation.

In all cases, faculty members retain discretion to designate absences as excused or unexcused as per syllabus policies.

See "Final Exams" for policies regarding missed final exams and in-course major assessments.

### ***Student Athletes and Physical Education Courses***

Student athletes must follow CHL procedures and timelines to notify professors of anticipated conflicts.

Students may be required to continue attendance at PE classes even when they have valid and verifiable circumstances that prevent their participation.

### ***Students with Accommodations***

Students who receive the "flexibility in attendance" accommodation through the Office of Accessibility Services are required to establish a mutually agreeable total number of allowed absences by the end of the second week of class each semester, or within one week of receipt of their accommodations letter if such letter is received after the start of the semester.

### ***Excessive Absence and Administrative Withdrawal***

Students are responsible for the effects of absences on their academic work. In the absence of valid and verifiable proactive steps taken by the student regarding unique and urgent circumstances, report of excessive absence will be considered evidence of a student's disregard for academic responsibility. Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course(s), up to and including complete semester administrative withdrawal, with a grade of WF (Withdrawn failing), by the associate dean for academic affairs.

Students administratively withdrawn due to excessive absence are entitled to request an informal hearing before a hearing officer appointed by the associate dean of academic affairs by submitting a written request within two business days from receipt of the notice of administrative withdrawal. A hearing will be set as soon as

possible. The student shall remain administratively withdrawn 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 of the student's 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.

The student may appeal the hearing officer's decision to the dean of academic affairs, who shall review all information presented and make a final decision as to whether or not to uphold the administrative withdrawal.

### ***Acute In-Semester Illness, Hospitalization, or In-Patient Admission***

Students wishing to resume study after returning from an acute in-semester illness resulting in more than five (5) days of missed class; hospitalization or in-patient admission for two (2) or more nights; or when required after a leave of absence, a VMW&LOA, or involuntary withdrawal must submit to the ASC a healthcare provider form and receive approval from the Oxford College Readmission & Relief Committee before they may return to residence on campus and resume their studies. The purpose of this form is documentation supporting a student's readiness to resume studies, function safely and independently, without supervision, and be a successful member of Oxford's rigorous, residential liberal arts campus community, with or without accommodations.

### ***Religious Observance***

Faculty members are urged to accommodate student absences due to participation in services on religious holidays. Students must inform professors by the end of the second week of class each semester of any planned religious observances that conflict with class attendance, and make mutually agreeable arrangements to complete any work missed. Calendar of holidays:

[http://www.religiouslife.emory.edu/faith\\_traditions/holidays.html](http://www.religiouslife.emory.edu/faith_traditions/holidays.html)

Student responsibilities (illustrative not exhaustive): know, understand, and follow attendance and return from acute in-semester illness or hospitalization policies. Follow all procedures and meet all deadlines regarding planned and unplanned absences.

Typically involved parties: ASC, associate dean for academic affairs, Oxford College faculty, Coordinator of Student Support Services, RES, Student Health Services, Counseling and Career Services, off-campus health care providers/ professionals, OAS, Oxford College Readmission & Relief Committee, Religious Life and Office of the Chaplain

Possible outcomes (illustrative not exhaustive): excused absence, or unexcused. Withdrawal from one or more courses, or the entire semester. As applicable, requirement to meet conditions for return from acute in-semester illness or hospitalization.

### **Voluntary Medical Withdrawal & Leave of Absence (VMW&LOA) Policy**

---

Oxford College recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a Voluntary Medical Withdrawal & Leave of Absence (VMW&LOA), which permits students to take a break from Oxford life and their studies, so that they may receive treatment and later return to the University to achieve their academic and co-curricular goals. Oxford College has designed this policy to ensure that students are given the individualized attention, consideration and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines a flexible and individualized process that students should follow to request a Voluntary Medical Withdrawal & Leave of Absence to address their medical difficulties so that they can return to successfully graduate from Oxford. The VMW&LOA process is administered by the Readmission & Relief Committee, whose membership is comprised of representatives from the Advising Support Center (ASC), Academic Affairs, Campus Life, and the Office of Accessibility Services (OAS).

Students may read about other types of withdrawal and leaves of absence elsewhere in this Catalog.

#### *Advantages of Taking a Voluntary Medical Withdrawal & Leave of Absence*

Students who take a VMW&LOA may be eligible to receive the following advantages that may not be afforded by another type of leave of absence:

1. VMW&LOA does not necessarily disrupt the student's guarantee of scholarships or funding.
2. VMW&LOA may allow a student to withdraw from classes later in the semester than is normally permitted for personal leave of absence.
3. VMW&LOA may allow a student to receive grades of W (Withdrawn) rather than WF.
4. For students with tuition reimbursement insurance, VMW&LOA generally qualifies a student for benefits under tuition insurance plans they may carry.

#### *Voluntary Medical Withdrawal & Leave of Absence Process*

The following procedures provide for an individualized approach for assessing a student's eligibility to take and return from VMW&LOA and are designed to be reasonable and flexible.

#### *The Exit Process*

Students who are experiencing significant health issues that are interfering with their academics or university life may choose to request a Voluntary Medical Withdrawal & Leave of Absence. Students interested in a VMW&LOA should contact the ASC.

After a meeting with the student, Counseling and Career Services or Student Health Services (hereafter referred to as "appropriate Health Service") will provide a summary of the student's level of functioning to the Readmission & Relief Committee, with permission by the student to provide such information. This will inform the committee, which will consider various sources of information to determine whether a student's request for a VMW&LOA will be approved where the student's health, safety, or academic success has been compromised by a significant health issue.

The appropriate Health Service's recommendation will be forwarded to the Readmission & Relief Committee, who is responsible for granting leaves of absence. The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from college life and receive the support they need. Because every student's situation is different, the length of the recommended leave of absence will be determined individually. The goal of taking a VMW&LOA is to ensure that students return to the University with an increased opportunity for academic success and students should take the time to achieve this goal. Students should check in with the Readmission & Relief Committee prior to and during their leave of absence as leaves may not be permitted indefinitely.

VMW&LOA must be requested on or before the last day of classes; it may not be requested during the final exam period.

#### *While on Leave of Absence for VMW&LOA*

While on leave of absence, students are encouraged to participate in healthcare and other practices that will help them become academic and personally ready to resume life at Oxford. Students are also encouraged to form relationships with reliable adult community observers who will be able to comment on a student's activities and readiness to resume university life. A reliable adult community observer could be a mentor, a member of the clergy, a work or community service supervisor, co-worker, personal trainer, athletic coach, or some other individual in a position to have observed the student during the course of the leave of absence (not a family member).

While students are free to pursue coursework while on VMW&LOA, students may not receive Oxford/Emory credit for coursework from institution outside Oxford College of Emory University while on VMW&LOA. Students may choose to submit transcripts of such work to supplement their readmission application. Students must conclude any degree program from another institution before resuming studies at Oxford College.

#### *Returning from a VMW&LOA*

When a student is interested in returning to Oxford from a VMW&LOA, the student should take the following steps in order to initiate the re-enrollment process:

1. Contact the ASC to advise of the student's interest in re-enrolling well in advance of the intended return date. Students should submit all materials by October 15 for consideration for the spring semester and June 15 for the fall



semester. This ensures that the appropriate Health Service and the ASC have sufficient time to review the student's request and re-enroll the student. If materials are received shortly after the relevant deadline, Oxford College will attempt to be flexible and review the student's request to return for the desired semester. However, if there is missing information and/or Oxford needs additional time to contact the student's treatment provider, as discussed below, consideration for a return may be made for the following regular semester rather than the semester for which they were initially seeking to return.

2. Speak with the ASC to determine whether any unfinished course work should be completed prior to returning from the leave of absence.
3. Have all treatment providers send a report documenting their work with the student, the student's clinical status, and an opinion as to the student's readiness to successfully resume academics and university life. The Readmission & Relief Committee relies heavily on information received from the student's treatment provider. Students will be asked to provide Release of Information Forms to the appropriate Health Service so that its representative may communicate with treatment providers, deans, and the Advising Support Center regarding their return.

While the Readmission & Relief Committee incorporates information received from the student's treatment provider, the decision to grant re-admission remains with the Committee, as it integrates all information it has about the student.

4. Depending upon the nature and individual circumstances of the VMW&LOA, provide information to the appropriate Health Service showing that the student has reasonable capability of day-to-day functioning, with or without accommodations. The decision to require a student to provide this information is made on an individualized basis, and the decision and an explanation for this decision is conveyed to the student, in writing, during the exit process. The Readmission & Relief Committee may also require this information be submitted at a later time if it determines that the information provided by the student's treatment provider is not sufficient to make a recommendation about return. In those cases, the readmission will provide the student with a written explanation for this determination.

There are many ways in which a student might be able to demonstrate their day-to-day functioning. Students may choose to provide documentation from a reliable adult community observer who can comment on a student's activities and readiness to resume university life. A reliable adult community observer could be a mentor, a member of the clergy, a work or community service supervisor, co-worker, personal trainer, athletic coach, or some other individual in a position to have observed the student during the course of the leave of absence (not a family member). Where possible, the letter should be

submitted on letterhead stationery, signed, dated, and describe the student's daily activities and the extent to which the writer feels the student is ready to resume studies at Oxford College and participate productively in college life. The student should have the letter sent to the ASC. Alternatively, a student may provide the name and contact information of a reference who will be able to provide information concerning the student's daily activity and readiness to resume studies. The student will not have to disclose the reason for the leave of absence to the letter writer or reference.

5. Depending upon the nature and individual circumstances of the VMW&LOA, provide a brief statement (no more than two pages) describing (1) the student's experience away from Oxford including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave of absence, and the insights the student has gained from treatment and time away, and (3) how the student plans to ensure a successful return to Oxford College. The decision to require a student to provide this information is made on an individualized basis, and the decision and an explanation for this decision is conveyed to the student, in writing, during the exit process. The appropriate Health Service may also require this information be submitted at a later time if Oxford determines that the other information submitted is not sufficient to make a recommendation about return. In those cases, the Readmission & Relief Committee will provide the student with a written explanation for this determination. Any requests for additional information may extend Oxford's timeframe for reviewing requests to return. Oxford will notify the student of any situations where its review is delayed and the cause for the delay.

#### *Processing a Student's Request to Return from a VMW&LOA*

Once a student has sent in the materials, the student should double check that ASC has received these materials. Following a review of these materials, the Readmission & Relief Committee will determine if the student appears ready to resume academics and university life. The Readmission & Relief Committee will recommend a student for a return where the documentation demonstrates that the student is ready to resume studies and be a successful member of the campus community. Every effort will be made to respond to the student's request for return within 14 calendar days of submission of all the required materials. A longer response time may be caused by the inability to reach a student's treatment provider, high volume in the ASC, or other extenuating circumstances.

As described above, the ASC gives significant weight to the documentation of the opinion of student's treatment providers regarding the student's ability to function academically and safely at Oxford College with or without accommodations. During the process of reviewing an application, if the Readmission & Relief Committee determines that information provided by the treatment provider is incomplete, requires further explanation or clarification, or when there is a discon-

nect between the medical information provided by the treatment provider and other information in the student's files, the Readmission & Relief Committee will contact the treatment provider to obtain additional information.

In extraordinary circumstances (e.g., the college is concerned about the medical provider's credentials), the Readmission & Relief Committee may request that the student undergo an additional assessment to allow the University to make a determination about the student's readiness for return. In those rare instances, the Readmission & Relief Committee will notify the student of its rationale for making this request.

Once a student receives a satisfactory review, the Readmission & Relief Committee will contact the student to request a check-in visit to review the students' safety and review their plan for sustained health, including recommendations for ongoing treatment, on or off campus.

Students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (ADAA) of 2008. Students are responsible for communicating their requests for academic accommodations to the Oxford College Office of Accessibility Services (OAS). Detailed information on the process for requesting accommodations may be found on the OAS website.

The Readmission & Relief Committee will then will make the final determination of whether a student is able to return. The ASC will be in touch with students regarding any applicable academic requirements upon returning to the University.

If upon review, the Readmission & Relief Committee decides that a student is not ready for return, the student will be advised of the Readmission & Relief Committee's recommendation in writing along with recommendations that will enhance the student's chance of a positive recommendation the next time the student's request is considered. A student may appeal the Readmission & Relief Committee's recommendation that the student is not ready to return to Oxford by submitting an appeal letter in writing to the Dean of Academic Affairs within 10 calendar days of receiving notice of the negative recommendation. The student may also submit any information the student believes to be relevant to the appeal. The Dean of Academic Affairs will review the student's submission and make a final determination as to recommendation for return.

Student responsibilities (illustrative not exhaustive): seek healthcare. Coordinate with Oxford College to secure VMW&LOA, while on leave of absence, and to return from VMW&LOA. Ensure submission of required documents according to procedures and deadlines.

Typically involved Oxford parties: ASC, appropriate Health Service (Oxford Student Health Service and/or Oxford Counseling and Career Services), and Readmission & Relief Committee

Possible outcomes (illustrative not exhaustive): denial of VMW&LOA or permission to take VMW&LOA. Student's decision to leave Oxford College permanently or apply for readmission. Denial of readmission application or acceptance of readmission application, with or without conditions; with or without accommodations; and in the semester of initial request or a later semester.

### **Petition for Leave of Absence & Other Voluntary Withdrawal**

---

Students wishing to temporarily discontinue their studies at Oxford College for family emergencies, financial reasons, military service, personal leave of absence, religious missions, or other reasons may request a leave of absence. Leaves of Absence must be requested by the student, approved, and processed by the ASC and Registrar's Office no later than the final day of schedule adjustment (add/drop/swap) in any semester. Approved leaves of absence result in no entry for that semester on the student's transcript of classes or grades; eligibility for good standing; and eligibility for tuition/fee adjustment in cases where students made tuition/fee payments.

Students wishing to cancel registration during the semester after the final day of schedule adjustment (add/drop/swap) may request a voluntary withdrawal. Students must request and receive approval from the associate dean for academic affairs to receive voluntary withdrawal. Approved voluntary withdrawal during the first six weeks of a regular semester results in grades of W; eligibility for good standing; and eligibility for tuition/fee adjustment as per the prorated schedule. Unapproved voluntary withdrawal at any time, and voluntary withdrawal after the first six weeks of a regular semester may result in grades of WF; ineligibility for good standing; and ineligibility for tuition/fee adjustment as per the prorated schedule.

A Voluntary Withdrawal must be requested on or before the last day of classes; they may not be requested during the final exam period.

Student responsibilities (illustrative not exhaustive): Submit required documents according to procedures and deadlines.

Typically involved Oxford parties: faculty adviser, Financial Aid Office, as applicable, RES, ASC, associate dean for academic affairs, Registrar's Office

Possible outcomes (illustrative not exhaustive): approved leave or withdrawal, or denied. No entry on the transcript for approved leaves, or grades of W or WF for withdrawals. Eligibility for good standing, or ineligibility. Eligibility for tuition/fee adjustment, or ineligibility. Requirement to apply for readmission to return to Oxford College to complete studies. As applicable, requirement to meet conditions for readmission.

## **Involuntary Withdrawal Policy**

---

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 health and/or safety. 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 is (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of Oxford College.

### ***Procedure***

When the associate dean of academic affairs (or the dean's designee) based on a student's conduct, actions, or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student's ability to safely participate in Oxford College's program.

The associate dean of academic affairs initiates this assessment by first meeting with the student to do the following:

- (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 the student's behavior, and
- (4) discuss options available to the student, including counseling, voluntary withdrawal, and evaluation for involuntary withdrawal.

If the student agrees to a voluntary withdrawal from the university and waives any right to any further procedures available under this policy, the VMW&LOA policy will then apply. 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 or other healthcare professional.

### **Evaluation**

The associate dean of academic affairs may refer the student for a mandatory evaluation by an appropriate mental health or other healthcare 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 or other healthcare professional(s) and the college. Upon completion of the evaluation, copies of the evaluation report will be provided to the associate dean of academic affairs and the student. The professional making the evaluation shall make an individualized and objective assessment of the student's ability to safely participate in Oxford's program, based on a reasonable judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health and safety of 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 to 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 to 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 the student's right to an informal hearing, of the student's right to appeal

the decision of the hearing officer, and of any conditions necessary for readmission. 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 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 healthcare professional of the student's 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 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 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 Readmission**

The associate dean of academic affairs or designee may require a student who has been involuntarily withdrawn under this policy to be re-evaluated before the student is readmitted in order to assure that the student presents no direct threat to others. Student responsibilities (illustrative not exhaustive): meet with the associate dean for academic affairs; consider a voluntary withdrawal; participate in any mandated evaluation as applicable; request an informal hearing if desired; appeal if desired.

Typically involved Oxford parties: associate dean for academic affairs, ASC, appropriate Health Service (Oxford Student Health Service and/or Oxford Counseling and Career Services), and Readmission & Relief Committee

Possible outcomes (illustrative not exhaustive): involuntary withdrawal, voluntary medical withdrawal and leave of absence, or emergency suspension. As applicable, requirement to meet conditions for readmission.

### **Continuation, Warnings, Probation, Exclusion, & Standing**

---

Students are expected to make progress toward completion of their degree as outlined in this section. Oxford College wants to give all students the opportunity to demonstrate their scholastic ability. However, it is not in the best interest of either the students or the College to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

#### **Continuation in Attendance**

Minimum requirements for continuation are as follows:

1. First semester: a minimum of 12 semester hours passed, and a 1.25 grade point average on all work attempted.
2. Second semester: a minimum of 28 semester hours passed, and a 1.5 grade point average on all work attempted.
3. Third semester: a minimum of 47 semester hours passed, and a 1.7 grade point average on all work attempted.
4. During the fourth semester, a student must make satisfactory progress toward fulfilling requirements for the AA degree.
5. A student may enroll for an additional semester to attain minimum standards for continuation or graduation only if the cumulative grade-point average is at least 1.9, and with permission of the associate dean for academic affairs.

Students who meet continuation requirements may continue enrollment during regular semesters, but may not be in good standing.

#### **Academic Warning**

Students are expected to maintain satisfactory academic progress toward completion of their degree as outlined in Continuation. The Advising Support Center will review grades at the conclusion of each term. Students who meet the minimum



standard for continuation, but appear to experience academic difficulty, may be receive an Academic Warning. The Academic Warning lets students know they should be diligent in attending to their academic responsibilities and refraining from participating in activities that might interfere with their academic focus and performance.

### **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 improve their performance to the required standards of Oxford College. They are also expected to meet with the Advising Support Center to create a plan for improvement.

Students on academic probation are not in good standing because they have not met the minimum GPA standards.

### **Exclusion**

A student who fails to meet minimum requirements for continued attendance is excluded (suspended), typically for a minimum of one regular semester. Students may also be excluded or suspended as a result of an honor code or conduct code process.

Excluded or suspended students may be readmitted only through the readmission application process.

Students who were excluded may not be in good standing upon readmission.

### **Permanent Exclusion and Dismissal**

Students who have not met the continuation requirements may be permanently excluded (expelled). Students may also be suspended, dismissed, or expelled as a result of an honor code, conduct code, or Title IX process.

Permanently excluded, dismissed, and expelled students may not be readmitted to Oxford College.

Student responsibilities (illustrative not exhaustive): meet standards for continuation in attendance. Improve performance.

Typically involved Oxford parties: ASC, associate dean for academic affairs, Oxford College Honor Code, Oxford College Conduct Board, Registrar's Office  
Possible outcomes (illustrative not exhaustive): continuation in attendance, probation with attendant loss of good standing, improvement of performance, exclusion, permanent exclusion or expulsion. As applicable, requirement to meet conditions for readmission.

## Standing

Good standing is defined as meeting all the following standards:

1. continuation in attendance;
2. minimum GPA requirements as defined in Catalog;
3. absence of conduct code sanctions including probation, dismissal (expulsion), suspension, and interim suspension;
4. absence of honor code sanctions including probation, suspension, and expulsion; and
5. absence of Title IX sanctions including probation, suspension, and expulsion.

Students who lack good standing are ineligible for many programs and opportunities at Oxford College, including, but not limited to, transient study; travel courses; study abroad; leadership roles; select summer school courses; internship coursework; and overloads.

## Petition for Readmission

---

We welcome applications for readmission from prior students.

After VMW&LOA, withdrawal, leave of absence, involuntary withdrawal, or exclusion for one or more regular semesters, any student who was in good academic standing at the end of their last prior semester of enrollment is eligible for readmission within two years from the first day of classes of the initial term of withdrawal or leave of absence.

Special conditions for readmission, individualized for each student, may apply for students who were on academic probation when they left, who withdrew or took a leave of absence without approval, or who used the VMW&LOA policy. Students will be notified of these conditions at the time of readmission; must agree to the conditions to return; and must meet the conditions on an ongoing basis to remain enrolled at Oxford College upon return. Failure to meet the conditions may result in cancellation of enrollment with grades of WF; ineligibility for good standing; and ineligibility for tuition/fee adjustment as per the prorated schedule.

To initiate readmission a student must submit a readmission application, which may be obtained from Oxford College's ASC via [oxadvising@emory.edu](mailto:oxadvising@emory.edu), and, when completed, returned to the same office. Applications, personal statements, all supporting materials, and up-to-date Health Care Provider Statement(s) from each provider confirming medical clearance (if applicable) are due on or before the following priority dates: October 1 for spring semester and March 15 for fall semester. Timely submission of completed paperwork by the priority dates ensures eligibility to participate in preregistration; housing selection; application for financial aid; and, for international students, preparation of visa materials.

Readmission applications submitted after the priority dates may result in dimin-

ished course availability, as the student will not be able to participate in pre-registration, including the possibility that registration accommodations may not be met; temporary housing or no housing at all, including the possibility that housing accommodations may not be met; delay of financial aid packaging, awarding, and/or disbursement; and/or the inability to complete necessary visa materials in time for the start of the requested semester. The final deadline for readmission applications is November 15 for spring semester and July 15 for fall semester.

Readmission does not carry with it the awarding of transfer credit for work done at another college or university while a student is away from Emory.

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, a rigorous, residential liberal arts college. Applicants for readmission must be clear of all financial obligations to the institution, and, if applicable, have addressed any Honor Code violations and/or Conduct Code issues.

Readmitted students will be subject to the current degree requirements of Oxford College of Emory University as well as the current requirements of any major or minor program that the student declares at the time of readmission.

Student responsibilities (illustrative not exhaustive): apply for readmission, if and when eligible. Ensure submission of required documents according to procedures and deadlines.

Typically involved Oxford parties: associate dean for academic affairs, ASC, Oxford College Readmission & Relief Committee

Possible outcomes (illustrative not exhaustive): acceptance of readmission application, with or without conditions; with or without accommodations; and in the semester of initial request or a later semester; deferral of readmission application; or denial of readmission application.

## **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.

[View the FERPA policy.](#)

Student responsibilities (illustrative not exhaustive): know and understand FERPA regulations. As applicable, file consent for disclosure of private educational information.

Typically involved Oxford parties: ASC, Registrar's Office

Possible outcomes (illustrative not exhaustive): access, or denial of access, for designated individuals to a student's private educational information.

---

### **Student Complaints**

---

Student complaints must be submitted in writing and accompanied by relevant documentation describing (1) the specific action, practice or decision that is being challenged; (2) the impact of the decision; (3) what resolution is desired; and (4) why it should be granted.

To expedite a prompt resolution, complaints should include current contact information of the individual filing the complaint. Responses to the complaint including the final decision will be provided in writing within ten (10) business days of receipt of the complaint. Complaints must be submitted through the Oxford [Speak Up form](#).

Federal financial aid laws and regulations require that each state have a process to review and act on complaints 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/EmoryTrustLineOnline](http://www.mycompliancereport.com/EmoryTrustLineOnline). 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 U.S. Department of Education.

Student responsibilities (illustrative not exhaustive): follow procedures to file a complaint.

Typically involved Oxford parties: relevant offices

Possible outcomes (illustrative not exhaustive): requested resolution, modified resolution, or denied resolution.

---

### **Petitions and Exceptions**

---

#### ***Petitions and Exceptions***

Except where otherwise specifically noted, students may petition for exceptions to the academic regulations and requirements listed in this Catalog. Petitions must be submitted in writing within 7 calendar days of the issuance of the decision in

question and accompanied by relevant documentation describing (1) the specific action, practice or decision that is being challenged; (2) the impact of the decision; (3) what resolution is desired; and (4) why it should be granted. Such petitions should be submitted to the associate dean of academic affairs for review by the academic appeals committee.

Student responsibilities (illustrative not exhaustive): follow procedures to file a petition or appeal.

Typically involved Oxford parties: associate dean of academic affairs, academic appeals committee

Possible outcomes (illustrative not exhaustive): requested exception, modified exception, or denied exception. Appeal granted, or denied.

### **Definitions**

---

References to individuals, including but not limited to dean of Oxford College, dean of academic affairs, associate dean for academic affairs, and the like, include designees.

Days refer to calendar days, not business days, unless otherwise noted.

# Oxford College Code of Conduct

## PHILOSOPHY AND PURPOSE

Oxford College of Emory University is an institution dedicated to providing educational opportunities, transmitting and advancing knowledge, and providing a range of services to both students and the general community. The college endeavors to foster in each student a love of learning, commitment to fair and honorable conduct, and respect for the safety and welfare of others. It also strives to protect the community from the influence of those who do not embody these values in their conduct, and to protect the integrity of the college and its property for the benefit of all. For this purpose, and in accordance with the bylaws of the college, the president of Emory University has defined the interests of the college community to be promoted and protected and has delegated to the dean of Oxford College and dean for campus life the responsibility of implementing such a system via the Oxford College Code of Conduct, hereafter referred to as the code.

The activities of students beyond the classroom influence the educational process and learning environment, just as the intellectual atmosphere of the campus contributes to students' personal growth and development. Many forms of nonacademic conduct, as well as all academic affairs, are therefore areas of proper concern and regulation by the college community. The guiding principle of college regulation of undergraduate conduct is the responsible exercise of freedoms and privileges. Members of the college community are granted the greatest possible degree of self-determination correlative to acceptance of the full responsibility for their conduct and the consequences of their actions.

Because the college is an institution of learning, the code has education as its foremost aim; it is not intended to be a solely punitive process nor a substitute for the law. The code aims to sustain an environment conducive to learning, promote a climate of mutual respect, foster open dialogue that promotes learning and understanding, promote individual well-being and personal development, and encourage the application of ethical decision-making in the daily life of undergraduates.

## AUTHORITY AND COVERAGE

This code applies to students enrolled in Oxford College, in their conduct both on and off campus. Furthermore, the dean of Oxford College and dean for campus life is delegated responsibility pertaining to all student organizations and student government. In addition, the dean of Oxford College and dean for campus life has the responsibility and authority to discipline students and organizations and may choose to handle such matters in a direct and expedient manner, including taking interim action, including but not limited to interim suspension pending the conclusion of an investigation and hearing, removal from campus housing, the issuance of a No Contact Order, or other measures.

Academic misconduct falls within the jurisdiction of the individual academic units of Oxford College, not this code. Allegations of nonacademic misconduct will be resolved in accordance with the procedures outlined in this code.

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

## **EXPECTATIONS OF CONDUCT**

Oxford College of Emory University expects that all students act honorably, demonstrating a keen sense of ethical conduct. The college expects that its students behave respectfully, providing particular consideration for other people and for property. As members of a community, Oxford College expects that students act responsibly, being accountable for the safety and well-being of themselves and others. College students are expected to be trustworthy, demonstrating honest character upon which others may rely with confidence.

Instances of misconduct that are considered violations of this code and could result in disciplinary action against a student include, but are not limited to the following.

## **HONOR AND ETHICS**

1. Attempting, assisting, knowingly permitting, or encouraging any conduct in violation of Oxford College's expectations of students' conduct.
2. Failure to comply with the direction of college officials or law enforcement officials acting in performance of their duties; failing to identify oneself to these officials when requested to do so.
3. Failure to complete sanctions assigned by the conduct officers of the college and/or knowingly violating the terms of any disciplinary sanction imposed or any mutual agreement reached in accordance with this code.
4. Disrupting the normal operations of the college (including teaching, research, service, and business operations) or college-sponsored activities by participating in an on-campus or off-campus demonstration, riot, or activity, or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled or normal activities within any campus building or area.
5. Misuse of computer or network resources, including but not limited to, use of another individual's identification or password; using computer or network resources to send anonymous, obscene, or abusive messages; using computer or network resources in violation of copyright laws; use of computer or network resources to interfere with the normal operation of the college computer system; or any other violation of policies established by Oxford College Information Technology.
6. Violating policies established by Residential Educational and Services (RES) for college-owned residential facilities, including but not limited to the RES Housing Policies, the Guide to Housing, and the Oxford Housing Agreement.

7. Violating college rules, regulations, or policies.
8. Violating the University Tobacco Free Policy.
9. Violating any government laws or ordinances.

## **RESPECT AND CONSIDERATION**

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

## **RESPONSIBILITY AND ACCOUNTABILITY**

1. Violating the college's Alcohol and Drug Abuse Policy including but not limited to:
  - a. Use or possession of alcoholic beverages. This includes being in the presence of alcoholic beverages and not consuming.
  - b. Intoxication.
  - c. Use or possession of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law. This includes being in the presence of an illegal drug and not consuming.
  - d. Manufacture or distribution of any illegal drug or controlled substance (including prescribed medications) except as expressly permitted by law.
2. Using, possessing, or storing any weapon on campus without authorization.
3. Using, possessing, or storing fireworks, explosives, or dangerous or flammable chemicals on college premises without express permission from a college official.
4. Intentionally misusing, damaging, or tampering with fire or other safety equipment, including covering or disabling a smoke detector. Additional fire safety restrictions are detailed in the student housing regulations.
5. Possession or use of items commonly associated or interpreted as paraphernalia (hookah, bongs, pipes, etc.).
6. Participating in behavior considered to be inappropriate by a college official.

## **TRUSTWORTHINESS AND HONESTY**

1. Intentional misrepresentation, including but not limited to:



- a. Providing false or misleading information to a college official.
  - b. Filing a false or misleading report with college officials or law enforcement officials.
  - c. Manufacture, use, intended use, purchase or possession of false documents, identification, or access devices.
  - d. Impersonating another individual through email, social media, electronic communication or other means.
  - e. Violating the Honor Code of Oxford College.
2. Using or being in or on college premises without express permission from a college official.
  3. Misuse of property or services, including but not limited to:
    - a. Taking, using, or possessing property without the express permission of its owner or utilizing a service without express authorization from its provider.
    - b. Refusing to return property to its owner when requested or refusing to discontinue the use of a service when requested to by its provider.
    - c. Transferring or accepting the transfer of property or services that are known to be non-transferrable.
    - d. Knowingly accepting, using, or possessing improperly obtained property or services.
  4. Destroying, damaging, or vandalizing property.
  5. Inappropriately participating in the Code of Conduct and/or hearing processes, including but not limited to:
    - a. Providing false or misleading information during the conduct process.
    - b. Disrupting a conduct meeting or hearing.
    - c. Filing a conduct complaint as a means to retaliate, harass, coerce, or intimidate another person.
    - d. Attempting to influence the impartiality of a hearing body or other involved party prior to or during the course of proceeding conduct meeting or hearing; harassment or intimidation of a hearing body, during, or after a conduct meeting or hearing.
    - e. Influencing another person to engage in any of the aforementioned acts.

## **STUDENT CONDUCT PROCEDURES**

### **Reporting Alleged Misconduct**

Any member of the college community wishing to report an alleged incident of misconduct under this code may make such report to the chief conduct officer for review. The chief conduct officer will determine whether action should be taken in response to a report. This determination may result in the report being assigned to a conduct officer for investigation or in assignment to the appropriate board or council for a hearing. Reports of alleged misconduct that meet the criteria for medical amnesty may be resolved as outlined within the Medical Amnesty Policy.

Residential Education and Services will notify a student in writing forty-eight hours prior to a scheduled investigation meeting or adjudicating hearing. Failure to

attend an investigation meeting will result in a hearing on the alleged misconduct before either a conduct officer or the appropriate board. Failure to attend a hearing will result in the board making a decision on the alleged misconduct without the benefit of the respondent's involvement.

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

### **Violations of the Law and the Code**

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

### **Investigation Meeting**

For cases assigned to a conduct officer for investigation, a preliminary meeting shall occur between a conduct officer and the respondent to review the report as well as to gather the respondent's perspective on the incident. The conduct officer will explain the conduct process and also help the student understand the charges that the student allegedly violated. The purpose of this meeting is to make personal contact with the respondent and to determine if the student plans to accept or deny responsibility for the given charges. Oxford College believes that this one-on-one meeting can help all students become more comfortable with the sometimes overwhelming process.

The chief conduct officer, once provided with the information from the investigation meeting, will recommend that the Peer Review Board or the Oxford College Conduct Board adjudicate the case depending on the severity of the charges and prior record of the student involved. The Peer Review Board will be assigned less severe cases where separation from the college is not an appropriate outcome. The College Conduct Board will hear cases not assigned to the Peer Review Board. In more severe or sensitive cases, the Oxford College Administrative Council may also be assigned the case. The use of the Administrative Council will be determined by the dean of campus life. The dean of campus life or the chief conduct officer may also choose to assign a student to meet with a conduct officer for a meeting and/or an adjudicating hearing.

## **PROCEDURES OF THE BOARDS AND COUNCILS**

### **Purpose of a Hearing**

The purpose of a hearing is to examine the report of misconduct, make a determination of responsibility and, if appropriate, assign sanction(s) for the case.

### **Procedures and Rules**

The proceedings shall be non-adversarial in nature. The chair of the board will preserve the non-adversarial nature of the hearing. Examples would be monitoring questions asked by members of the Board and the accused receiving all pertinent information before the hearing.

Hearing proceedings will not be recorded by the college and students are prohibited from using any audio recording device during the proceeding.

The chair shall determine the admissibility of all evidence and testimony, as well as the relevance of all questions. This determination shall be based on relevance. Rules of evidence applicable to criminal or civil court proceedings shall not apply.

In situations where multiple students are alleged to have violated the code based on their behavior in one incident, the Peer Review Board and Conduct Board may, at its discretion, hold a joint hearing for all of the respondents. In a joint hearing, all information and testimony are reviewed and available for all respondents. The boards make a separate finding for each student regarding responsibility and sanctions, if any.

### **Attendance**

The respondent shall have the right to be present at all times during the hearing, except when the board or council enters into deliberations.

Failure on the part of the respondent, complainant, 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 re-

sponsibility is preponderance of evidence.

After all admissible evidence has been reviewed, the Oxford College Conduct Board shall deliberate to decide the case. For cases assigned to the Oxford College Conduct Board, the respondent shall be found responsible or not responsible by a majority vote (4–2) for each alleged violation. For cases assigned to the Peer Review Board, the respondent shall be found responsible or not responsible by a majority vote (3–2).

If the respondent is found responsible, the conduct officer or the board shall deliberate to make an assignment of sanction(s). At this time, the board will take into consideration previous violations that resulted in a responsible finding and the sanctions assigned. The sanctions assigned shall be determined by a majority vote.

At the conclusion of the process the student will be notified in writing of the outcome of his or her case by the chief conduct officer or his/her designee for cases assigned to the Peer Review Board and the dean of campus life for cases assigned to the Conduct Board.

## **HEARING BODIES**

### **Conduct Officers**

The dean of Oxford College shall appoint conduct officers as he/she deems advisable for the effective maintenance of the conduct process. Conduct officers shall be authorized to investigate and adjudicate all conduct cases arising under this code.

### **Boards and Councils**

The dean of Oxford College will establish councils and boards, as he/she deems advisable for the effective implementation of the conduct process. The pool of faculty, staff, and student members will be from Oxford College.

The following standing boards and councils are established:

#### **Oxford Conduct Board**

1. Jurisdiction: the Oxford Conduct Board is established as the general hearing body for all allegations of severe conduct violations as determined by the Chief Conduct Officer. Such violations include, but are not limited to, repeat alcohol violations, drug violations and significant property damage.
2. Membership: the Oxford Conduct Board shall be comprised of the following members:
  - a. A chair, who shall be the chief conduct officer, or his/her designee.  
The chair does not vote except in cases of a tie regarding sanctions;
  - b. Two faculty or staff members;
  - c. Four students and;
  - d. Student Conduct Solicitor. The solicitor does not vote.

#### **Peer Review Board**

1. Jurisdiction: the Peer Review Board is established as the hearing body for allegations of minor conduct violations as determined by the chief conduct

officer. Such violations include, but are not limited to, minor instances of vandalism, some residence hall policy violations, and minor alcohol violations.

2. Membership: the Peer Review Board shall be comprised of the following members:
  - a. Chair, who shall be the chief conduct officer, or his/her designee. The chair does not vote.
  - b. Five students.

### **Oxford Administrative Council**

1. Jurisdiction: the Oxford Administrative Council is established as the general hearing body for specific conduct cases deemed appropriate by the dean for campus life.
2. Membership: the Oxford Administrative Council shall be comprised of the following members:
  - a. A chair, who shall be the chief conduct officer, or his/her designee. The chair does not vote.
  - b. Three faculty or staff members.

### **APPOINTMENTS**

The appointment of conduct officers as well as chairs, faculty, and staff to each of the hearing bodies shall be for a period of one academic year. Faculty and staff appointments shall be made by the dean of Oxford College. Student appointments shall be made by the chief conduct officer and dean for campus life. Appointments may be renewed at the discretion of the dean for campus life.

If a sufficient number of board or council members are not available, substitutes may be appointed by the dean of Oxford College and/or dean for campus life.

### **STUDENT RIGHTS**

While participating in hearings, complainants and respondents shall have the following rights. A respondent may elect to waive some or all of these procedures and rules. Such an election must be made in writing to the chief conduct officer.

1. The right to a written notice of charges.
2. The right to a list of witnesses who will be asked by the college to testify at a hearing as well as the opportunity to review all written evidence.
3. The right to present evidence, or to call witnesses not already called by the college to testify or submit written statements. All witnesses must have the prior approval of the chief conduct officer. It is the responsibility of the respondent to notify any additional witnesses not called by the college of the time, date, and location of the hearing.
4. The right to suggest questions for the conduct officer or chair of the board to pose to a witness. The officer or chair of the board has the discretion to decline to ask a question if he or she deems it not relevant.
5. The right to receive assistance from an adviser who is a current member of

the Oxford College community (faculty or staff) and who may be present. In general, advisers are only allowed on behalf of a respondent during College Conduct Board hearings or Administrative Councils and not during administrative meetings or Peer Review Board hearings.

6. The right to be present at the hearing until such time as the conduct officer or the board/council retires to deliberate.

### **FACULTY AND STAFF ADVISERS**

To protect the educational and non-adversarial nature of the conduct process, guidelines for participation of advisers will be strictly enforced. In general, participation of advisers is only allowed on behalf of respondents or complainants during conduct board hearing proceedings and not during administrative hearings or peer review board. Requests to have advisers present during other elements of the conduct process may be granted at the discretion of the chief conduct officer. At all times, advisers must follow the guidelines for their participation.

The term adviser is defined as a current faculty or staff member of the Oxford College community who provides assistance to a respondent or complainant at that student's request during a formal hearing. The role of the adviser is to support the student. An adviser may not play an active role such as giving statements or questioning witnesses. An adviser may not speak for or on behalf of the student. A student may consult with his/ her adviser during breaks in the hearing, or an adviser may make whispered or written comments to the student during the hearing, provided such comments do not interfere with the hearing process.

### **ADMINISTRATIVE AND EDUCATIONAL SANCTIONS**

In determining appropriate sanctions, consideration may be given to:

1. The nature of, severity of, and circumstances surrounding the violation
2. The student's acceptance of responsibility
3. Conduct history of the student
4. The impact of a sanction on a student.

Conduct officers, boards and councils determine sanctions for students who have accepted responsibility or been found in violation of this code. The following sanctions, singularly or in combination, may be imposed upon any student found to have violated this code.

### **ADMINISTRATIVE SANCTIONS**

**Expulsion:** permanent separation of the student from the institution. An expelled student will be removed from all classes and not permitted to re-enroll. Expelled students may be barred from campus following their expulsion.

**Suspension:** temporary separation of the student from the institution for a period of time.

**Interim Suspension:** a suspension given by the dean of campus life pending an investigation and/or adjudication of the incident. A student will not be permitted to attend class and may be removed from campus housing.

**Dismissal:** a separation of the student from the institution. A dismissed student will be removed from all classes and not permitted to re-enroll while the dismissal is in effect. Dismissal may either be definite, for a specific period of time, such as a number of semesters or indefinite, the dismissal is in effect until certain conditions are met by the student that allow for readmission. Dismissed students may be barred from campus and/or from utilizing campus services during the term of their suspension.

**Conduct Probation:** formal recognition that the student is not currently in good disciplinary standing with the college. Probation may impact the student's eligibility to participate in certain programs (i.e.: student organizations, leadership roles, campus events) or services. Probation may either be definite, for a specific period of time, such as a number of semesters or indefinite, the probation is in effect until certain conditions are met by the student that allow for conduct probation removal. Conduct probation becomes a part of a student's permanent file.

**Written Reprimand:** a notice in writing to the student that the student has violated institutional regulations and must cease and not repeat the inappropriate action and future misconduct may lead to a more severe penalty. The reprimand remains on a student's record until a future date set by the board/council or conduct officer. This can affect sanctioning of future violations.

## EDUCATIONAL SANCTIONS

**Warning:** a notice in writing to the student that the student has violated institutional regulations and must cease and not repeat the inappropriate action.

**Loss of Privileges:** denial of specified privileges for a designated period of time. This sanction may include, for example, denial of the right to represent the college in such things as student leadership capacities or sports teams, denial of the use of campus facilities, or denial of parking privileges, or loss of privileges to participate in organizations, activities, or events. **Residence Hall Restriction/Relocation:** prohibited from entering residence halls or being moved from one residence hall to another.

**No Contact Order:** prohibition against having any form of contact with another student for a defined period of time. Such contact includes in person communications, telephone calls, e-mails, or sending messages through a third party.

**Restitution:** compensation for loss, damage, or injury. This may take the form of service, monetary compensation or material replacement.

**Mandated Administrative Tasks:** completion of a specific number of hours of administrative tasks. Typically this service is to the college community.

**Educational Projects/Initiatives:** projects, classes, or assignments designated to

educate a student in connection with the effects of his/her behavior.

**Meeting(s) with the Health Educator:** The student will meet with the health educator and follow all recommendations, which may include additional assignments and/or meetings.

**Meeting with a RES Professional Staff Member:** The student will meet with a RES professional staff member to discuss their choices and behavior related to the incident.

**Interview and Reaction:** Student must interview a relevant member of the college community and write a paper reflecting on the interview and how it relates to their choices regarding the code.

**Media Assignment:** Student must create a banner/flyer/bulletin board regarding a topic that is relevant to the violation.

**Letter of Apology:** Student must write a letter of apology to whomever was affected negatively by their behavior.

**Reflection Paper/Essay:** Student is required to write at minimum, a 1,000 word essay. The topic of this essay can vary, based on the situation and the specific facts of the case.

**Fines:** monetary fine sanctions depend on severity and the degree of the infraction.

**Other:** other sanctions as deemed appropriate by a hearing body/conduct officer and approved by the chief conduct officer.

The college reserves the right to place a hold on the diploma, degree certification, official transcripts, or registration of the respondent even though he or she may have completed all academic requirements. The diploma, degree certification, official transcripts, or registration may be withheld until any allegations of misconduct are resolved and/or sanctions as well as other conduct obligations completed.

## PERSONAL PERFORMANCE RECORD

The following sanctions will automatically be documented in the student's personal performance record, commonly referred to 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

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



case will be retained by the dean for campus life. If the student is subsequently found responsible for any violation of the conduct code, a record of all previous disciplinary findings of "responsible" for any violation will be provided to the hearing board. The previous record will be considered in deciding the proper disciplinary action to be taken, but only after responsibility is determined.

Students found responsible and assigned sanctions of conduct probation, suspension or expulsion may be ineligible for scholarships and other forms of financial aid administered by the college, campus leadership positions, participation in collegiate events/programs and the opportunity to participate in a study abroad program.

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

## **APPEALS**

The dean of Oxford College will receive all appeals to cases resolved under the code.

The respondent may appeal findings of responsibility and/or sanctions. To initiate an appeal, the respondent must submit a written statement of the specific reason(s) for appeal to the chief conduct officer or to the dean of the college within five business days of receipt of the hearing decision. The chief conduct officer will give the appeal and all relevant case information the dean of the college.

The Dean of the College will review the documents pertaining to the case to determine:

1. Whether the hearing was conducted in accordance with the procedures outlined in this code of conduct.
2. Whether the interpretation of the code was appropriate.
3. Whether the sanction(s) imposed were appropriate.
4. Whether new, relevant information has been discovered that could affect the outcome of the case.

After reviewing the documents pertaining to the case, the dean of the college will issue a written response to the student within a reasonable period of time from the receipt of the request for review. The dean of the college shall recommend one of the following courses of action:

1. Affirm the hearing decision and affirm the recommended sanction(s).
2. Affirm the findings of the hearing decision, but impose a different set of sanction(s), which may be of lesser severity.
3. Remand the case to the chief conduct officer to assign a hearing body to conduct a new hearing.

This decision by the dean of the college shall be final.

## DEFINITIONS

**Administrative Council:** comprised of a chair and three faculty or staff members of Oxford College and adjudicates specific conduct cases deemed appropriate by the dean for campus life.

**Administrative sanction:** impacts a student's status with the college.

**Adviser:** an Oxford College faculty or staff member whom a student charged with misconduct may seek for advice. This person may also be present at any hearings on the matter.

**College:** refers to Oxford College of Emory College.

**College official:** means any person employed by the college, including but not limited to resident assistants, residence life coordinators, law enforcement officers, and other administrative and professional staff.

**College premises:** buildings or grounds owned, leased, operated, controlled, affiliated with, or supervised by the college.

**College-sponsored activity:** any activity, on or off campus that is initiated, aided, authorized, or supervised by the college.

**Complainant:** refers to the accuser and can be used to refer to a person, a group, or the college. When the complainant is a group, any one of the following may be appointed by that body to represent it: the college, an entity, or a single person, provided that person is a member of the Oxford College community.

**Conduct Board:** comprised of a chair, two faculty or staff members, four students, and a student conduct solicitor and adjudicates cases of a more serious nature such as drugs, repeat alcohol violations or cases deemed appropriate by the chief conduct officer.

**Conduct Officer:** any person(s) authorized by the chief conduct officer to hold preliminary meetings, conduct investigations, hold conduct hearings, and determine whether a student has violated the code as well as recommend sanctions.

**Dean of the College and Dean for Campus Life:** references to the dean include his or her designee.

**Educational sanction:** requires a student to become actively engaged in a process, which will allow him/her to reflect upon the incident and learn a number of things.

**Hazing:** any activity expected of someone joining a group or organization (or to maintain full status in a group or organization) that humiliates, degrades or risks

emotional or physical harm, regardless of the person's willingness to participate. Apathy or acquiescence in the presence of hazing are not neutral acts; these are violations. ([policies.emory.edu/8.11](http://policies.emory.edu/8.11))

**Hearing body:** any person(s) authorized by the dean for campus life to hold a disciplinary hearing, to determine whether a student has violated the code, and to recommend sanctions. This term includes the College Conduct Board, the Peer Review Board, Administrative Council and conduct officers.

**Notify in writing(transmit in writing):** to send via electronic mail to student's Emory email address, to mail (US or campus) written notice to the student's most recent address of record, or to hand deliver written notice to the student.

**Peer Review Board:** comprised of a chair and five students and adjudicates cases of minor policy violations such as noise or alcohol or cases deemed appropriate by the chief conduct officer.

**Preponderance of evidence:** more likely than not that a violation occurred.

**Respondent:** refers to the accused student. This term may be used interchangeably with accused or accused organization.

**Student:** any person pursuing undergraduate studies at Oxford College. At the discretion of the dean for campus life, the term may be extended to mean: (1) a person not currently enrolled who was enrolled in the fall, spring, or summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, has been enrolled in Oxford College and may reasonably seek enrollment at a future date, or (3) a person who has applied or been accepted for admission to Oxford College and may reasonably be expected to enroll.

**Weapon:** any object or substance designed to inflict a wound, cause injury or incapacitate, including, but not limited to, all firearms, airsoft guns, stun guns, bows and arrows, explosives, pellet guns, BB guns, switchblade or gravity knives, clubs, blackjacks or brass knuckles, or ice picks.

## NOTICES

### Limitations Regarding Rehabilitation

The college is not designed or equipped to rehabilitate students who do not abide by this code. It may be necessary to remove those students from the campus and to sever the institution's relationship with them, as provided in this code.

### Interpretation

Any question of interpretation or application of this code shall be referred to the dean of campus life, the chief conduct officer or their designee for final determination.

**Confidentiality, Maintenance, and Retention of Records**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Conduct records may be shared within the college with those individuals with an educational need to know, as provided by FERPA. To the extent permitted or required by law, the complainant or victim may also receive notice of the outcome of the conduct process. Students should be aware that the outcome of conduct proceedings may result in actions by other departments of the college over which the chief conduct officer has no direct control. Student conduct records may be also released to other institutions as permitted or required by FERPA.

The chief conduct officer shall:

1. Maintain files on all undergraduate student conduct reports, records, and hearing proceedings.
2. Be the official custodian of records relating to the nonacademic misconduct of undergraduate students;
3. Retain records of all conduct cases that result in a finding of responsibility for seven year after graduation from Oxford College; and
4. Establish additional policies regarding the retention and maintenance of student conduct records, and such policies shall conform to established college policies on record retention.

**Nature of and Changes to the Code**

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

# Oxford College Honor Code

## Article 1: Academic Conduct

The responsibility for maintaining standards of unimpeachable honesty in all academic work is shared by every individual who is a part of Oxford College of Emory University. The Honor Code is based on the fundamental expectation 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.

**Section 1.** Academic misconduct is generally defined as any action or inaction which is offensive to the integrity and honesty of the members of the academic community. In addition to the violations enumerated in this code, instructors within Oxford College have reasonable discretion to establish specific standards and policies as related to their courses and assignments. Such additional standards and policies should be clearly articulated in the syllabus, in an assignment, or otherwise conveyed as an expectation by the instructor. It is the responsibility of each student to understand the policies established in the Honor Code, syllabi, and assignments, and act accordingly.

**Section 2.** Academic misconduct includes, but is not limited to, the following actions:

- (a) Seeking, acquiring, receiving, or giving information about the content or conduct of an examination, knowing that the release of such information has not been authorized;
- (b) Plagiarizing, whether intentionally or unintentionally, in any assignment;
- (c) Duplicate submission, or using the same intellectual material more than once without the express, prior permission from every instructor for whom the original submission was, is, or would be made, at any educational institution or for any publication (electronic, academic, or otherwise);
- (d) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination;
- (e) Intentionally giving false information to professors, instructors, or university officials for the purpose of gaining academic advantage;
- (f) Seeking to gain or to provide an unfair advantage during course registration;
- (g) Falsifying, altering, or fabricating academic records, forms, or correspondence, including, but not limited to, transcripts, withdrawal forms, degree applications, or letters of recommendation, whether the documents/information are submitted within Emory University or to a third party;

- (h) Intentionally sabotaging the academic work of another student;
- (i) Intentionally giving false testimony or evidence in any Honor Council hearing or refusing to give evidence when requested by the Honor Council;
- (j) Harassing, threatening, coercing, or bribing witnesses or Honor Council members involved in any Honor Code case;
- (k) Violating the Electronic Device Policy as described in Section 3 of this article;
- (l) Violating the Testing Policy as described in Section 4 of this article; and
- (m) Breaching any duties prescribed by this code.

**Section 3.** Electronic Device Policy: The use of a cell phone, smartphone, tablet, laptop, smart watch, or similar device for any reason during times of examination or evaluation, including quizzes, tests, midterm and final exams, or similar assignments, shall be prohibited. Instructors are entitled to make exceptions to allow the use of an electronic device for any exam. In the absence of explicit permission to use such a device, it is assumed that such devices are not permitted.

If a student is found using an electronic device during an exam or similar assignment, the instructor should inform the student of the issue and may ask the student to store the device until the completion of the exam. The instructor should allow the student to complete the exam before reporting the incident to the Honor Council.

**Section 4.** Testing Policy: Instructors are entitled to establish reasonable policies to protect the security and integrity of their examinations, including quizzes, tests, midterm and final exams, and similar assignments. These policies may include, but are not limited, to: prohibitions against large bags, coats, hats, notebooks, electronic devices, or course materials; requirements to place materials unrelated to the examination outside or at the front of the classroom; assigning seats to students; moving students during an examination; requiring a student to stop when time is called; and prohibiting the replication of exam materials or their removal from the testing environment. Any additional policies should be outlined in the syllabus and/or written instructions for the exam.

If a student fails to comply with the stated policies of the exam prior to the start of the exam, the instructor may withhold the exam until the student complies with the testing policies (the instructor shall not be compelled to provide additional time for the completion of the exam). If a student fails to comply with or violates the stated policies of the exam after the exam has begun, the instructor may take reasonable steps to secure the integrity of the exam, but should allow the student to complete the exam before reporting the incident to the Honor Council (the instructor shall not be compelled to permit a student to continue work after time is called).

## Article 2: Responsibilities and Rights

**Section 1.** (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, and that he or she has not submitted the same intellectual material for any other instructor or editor.

- (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) It is the responsibility of every member of the faculty, staff, 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 a student or faculty member of Honor Council, the Honor Council administration, or the associate dean of academic affairs.

**Section 2.** The reported student shall have the following rights:

- (1) To receive a written notice of the suspected violation. In the event that the reported student does not accept the notice of the suspected violation or does not acknowledge receipt, the investigation and any subsequent hearing will nonetheless occur as scheduled.
- (2) To have his or her rights explained by the associate dean of academic affairs, upon request.
- (3) To have a hearing supporter who is a faculty or staff member of Oxford College to accompany him or her at the hearing. The hearing supporter's role is to support the reported student during the hearing.
- (4) 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 associate dean of academic affairs.
- (5) To attend a hearing and present evidence on his or her behalf. If, however, the reported student does not appear at the hearing as scheduled, the hearing will nonetheless proceed in the absence of the reported student.

- (6) To appeal the finding of responsibility and sanctions, unless the reported student elects to proceed using the Expedited Hearing Option. A student who elects the expedited hearing option waives the right to appeal the finding(s) of responsibility on two bases: procedural error and/or new evidence. A student who elects the expedited hearing option retains the right to appeal the sanction(s).
- (7) To request that the case proceed using the Expedited Hearing Option.
- (8) To waive any of the aforementioned student rights or the following procedures by express, written confirmation (such confirmation will not be required if the reported student does not appear at the hearing as scheduled).

### **Article 3: Procedure**

**Section 1.** (a) On receipt of a report of a suspected violation, the associate dean of academic affairs will determine whether action should be taken in response to a report. The associate dean of academic affairs may refer the report for investigation; or dismiss the allegation without referring it for a further investigation if, upon preliminary review, the conduct does not appear to constitute academic misconduct, if there is insufficient evidence to pursue an investigation, or if the associate dean of academic affairs deems the suspected offense trivial in nature. If the report is referred for investigation, the associate dean shall inform the reported student in writing of the course and work involved in the allegation and shall refer the student to the Oxford College Honor Code website. The Chairperson of the Honor Council shall designate members of the Honor Council investigate the charge. The investigators shall meet with the reporting party and separately with the reported student, may interview other potential witnesses, and shall review any documentary and physical evidence deemed relevant by the Council. The reported student may suggest the names of witnesses who can provide information and additional documentary or physical evidence not previously brought to the attention of the investigators. If the investigators determine that there is no reasonable suspicion that an Honor Code violation occurred, they shall recommend to the associate dean of academic affairs that the case be dismissed. If, instead, the investigators determine there is a reasonable suspicion of an Honor Code violation, they shall refer the case to a hearing.

- (b) If the investigators recommend the case be dismissed, they shall promptly prepare and submit a report of the investigation to the associate dean of academic affairs. If the associate dean of academic affairs accepts the recommendation, the associate dean of academic affairs shall notify the student in writing of the decision as quickly as possible and normally within seven days. If the associate dean of academic affairs does not accept the recommendation, the student shall be referred to a hearing according to the procedures outlined below.
- (c) If a decision is made to refer the case for a full hearing, the associate dean of academic affairs shall schedule the full hearing as promptly as possible and



shall notify the reported student of the date and time.

- (d) Full hearings shall be fair and impartial. Formal rules of evidence do not apply to Honor Council proceedings. On a case-by-case basis, the Honor Council has broad discretion in considering and weighing information it deems relevant, in the form of documents, witness testimony/accounts, and other forms of information, in its proceedings. Witnesses will testify without oath, but with the understanding of university policies applicable to their participation, and written statements may be submitted from unavailable witnesses. With the exception of testifying witnesses, only the members of the Honor Council, the faculty members to the Honor Council, the reported student, and the student's hearing supporter, may be present during the hearing. The student members of the Honor Council and the faculty members to the Honor Council may attend the hearing either as deliberating members or as silent observers for the purposes of training. The reported student shall have the right to testify and to make a closing statement. The reported student may be accompanied by a faculty or staff member of the College as a hearing supporter for purposes of consultation, but neither the reported student nor the hearing supporter shall have the right to directly question witnesses. Rather, the reported student may request that the members of the Honor Council ask specific questions of the reporting party and any witness, and the Honor Council has discretion to determine whether the question is relevant and should be asked, to reframe the question as deemed appropriate, or to decline to ask the question based on irrelevance. The Chairperson may suspend the hearing at any point in order to provide additional time to collect evidence, to resolve questions related to the case, to clarify answers to procedural questions, or to provide sufficient additional time for the testimony and deliberation. If the hearing is suspended, the Chairperson shall reconvene the meeting at the earliest possible date, but within seven days, absent extenuating circumstances.
- (e) For cases in which multiple students are suspected of the same violation or a related violation, the associate dean of academic affairs shall decide whether a single collective hearing for all reported students or an individual hearing for each reported student is appropriate. In either case, any of the reported students may be accompanied by a faculty, or staff member of the College as a hearing supporter, so long as that hearing supporter is not involved as witness in the case or otherwise has a conflict of interest. Should the Honor Council hold a single hearing for all students involved, each student shall have the right to hear the testimony of any witness other than those students reported as part of the same case. Should the Honor Council hold individual hearings for each student involved, the Honor Council may require the reported students to appear as witnesses at the individual hearings.
- (f) For cases in which one student is suspected of multiple violations in a single

class, the Honor Council may hold a single hearing to consider all charges. For cases in which one student is suspected of violations in multiple classes, the Honor Council shall normally hold separate hearings to consider charges in each class; however, the reported student may make a request to the associate dean of academic affairs that all charges be resolved at a single hearing. The associate dean of academic affairs has the discretion to grant or deny the request.

- (g) Should there be a suspicion that a reported student has deliberately misrepresented information while testifying or has provided false evidence, the Honor Council may consider additional charges at the hearing provided that the reported student has an opportunity to respond to those charges. In addition, the Honor Council may appropriately refer matters to the student conduct office that has jurisdiction over the student's actions.
- (h) At the conclusion of the evidence, the investigator shall make a brief report about the findings of the investigation and may discuss the strength or weakness of any evidence involved. The Honor Council and faculty members may ask additional questions of any party before retiring to deliberate in private. Only evidence presented at the hearing will be considered in reaching a decision. For a finding of an Honor Code violation, the Honor Council must determine by a unanimous vote of four (4) Honor Council members and two (2) faculty members that there is clear and convincing evidence of a violation. "Clear and convincing" evidence means that a particular fact(s) is substantially more likely to be true than not to be true. If the reported student is found responsible, the Honor Council shall recommend any sanction(s) by majority vote.
- (i) The following sanctions may be imposed after a finding of academic misconduct:
  - (1) Required participation in an educational program;
  - (2) A verbal reprimand without an entry on the student's Personal Performance Record;
  - (3) A written reprimand with an entry on the student's Personal Performance Record;
  - (4) A zero on the assignment or other penalty to the student's grade on the assignment or the course, including a cap;
  - (5) A grade cap in the course which will appear on the student's permanent transcript;
  - (6) A failing grade in the course, which will appear on the student's permanent transcript;
  - (7) Suspension for one or more entire semesters (specifying the period of suspension);
  - (8) Permanent exclusion from Emory University;
  - (9) Revocation of an Oxford College degree that has been previously awarded;
  - (10) Such combination of sanctions or other sanction as may appear appropriate.
- (j) After the hearing, the Honor Council shall promptly prepare a summary

report of information that was considered in reaching its findings, which shall be transmitted to the associate dean of academic affairs with the accompanying recommendation and all documentary and physical evidence before the Honor Council. The associate dean of academic affairs may impose the recommended sanctions or sanctions of greater or lesser severity. Absent extenuating circumstances, the associate dean of academic affairs shall notify the student in writing of the decision of the associate dean of academic affairs and the sanctions imposed within ten days.

**Section 2.** (a) A reported student may, in an appropriate case, request an expedited hearing in writing to the associate dean of academic affairs. Use of the expedited hearing procedure is appropriate in cases where there is evidence that the reported student has committed some violation of the Honor Code, the student admits to violating the Honor Code, and formally requests an expedited hearing before a special three-person panel rather than a full hearing before the Honor Council. Prior to the expedited hearing, the reported student must waive the right to appeal the finding of responsibility on the basis of procedural error and/or new evidence. The student must also acknowledge that use of the expedited hearing procedure does not in any way imply a recommendation for a lesser penalty. The reported student retains the right to appeal the sanction.

- (b) In each expedited hearing the special three-person hearing panel shall normally consist of:
  - (1) The associate dean of academic affairs;
  - (2) The Chairperson (or another voting student member of the Honor Council); and
  - (3) A faculty member of the Honor Council.
- (c) The panel will hear an admission of violating the Honor Code directly from the reported student, receive all evidence previously gathered by the investigating team, and may receive any additional statements from the reported student and ask questions as the panel deems useful. After the reported student and the student's hearing supporter leave the hearing room, the members of the panel shall review the evidence and the reported student's admission of violating the Honor Code to decide if an independent 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 determine by majority vote an appropriate sanction. Absent extenuating circumstances, the associate dean of academic affairs shall notify the student in writing of the outcome of the hearing within seven days.

**Section 3.** (a) For cases reported in the same term that a student is scheduled to graduate or cases in which the student will not be enrolled in classes on Oxford's campus during the next regular term, the associate dean of academic affairs has

discretion to offer the student an administrative hearing, which will be held before a special three-person panel. The student in question holds the right to accept the administrative hearing or have his or her case heard in the next regular term according to the procedures outlined in this code. Unlike an expedited hearing, the use of an administrative hearing does not require the student to admit to a violation, and the reported student retains the right to appeal. In pursuing an administrative hearing, the student waives the right to a full investigation of the case and will appear before a small panel, which will render a decision about the case.

(b) Should the reported student accept the opportunity for an administrative hearing, the associate dean of academic affairs shall collect any evidence and a written statement from the reporting party and present these to the reported student at least twenty-four (24) hours prior to the hearing.

(c) The administrative hearing panel shall consist of:

(1) The associate dean of academic affairs;

(2) The Chairperson (or another voting student member of the Honor Council); and

(3) A faculty member of the Honor Council.

(d) Administrative hearings shall be fair and impartial. Formal rules of evidence do not apply to Honor Council proceedings. On a case-by-case basis, the Honor Council has broad discretion in considering and weighing information it deems relevant, in the form of documents, witness testimony/accounts, and other forms of information, in its proceedings. Witnesses will testify without oath, but with the understanding of university policies applicable to their participation, and written statements may be submitted from unavailable witnesses. With the exception of testifying witnesses, only the members of the administrative hearing panel, the reported student, and the student's hearing supporter, may be present during the hearing. The reported student shall have the right to testify and to make a closing statement. The reported student may be accompanied by a faculty or staff member of the College as a hearing supporter for purposes of consultation, but neither the reported student nor the hearing supporter shall have the right to directly question witnesses. Rather, the reported student may request that the members of the administrative hearing panel ask specific questions of the reporting party and any witness, and the administrative hearing panel has discretion to determine whether the question is relevant and should be asked, to reframe the question as deemed appropriate, or to decline to ask the question based on irrelevance. The associate dean of academic affairs may suspend the hearing at any point in order to provide additional time to collect evidence, to resolve questions related to the case, to clarify answers to procedural questions, or to provide sufficient additional time for the testimony and deliberation. If the hearing is suspended, the asso-

ciate dean of academic affairs shall reconvene the meeting at the earliest possible date, but within seven days, absent extenuating circumstances.

- (e) For a finding of an Honor Code violation, the panel must determine by a unanimous vote that there is clear and convincing evidence of a violation. "Clear and convincing" evidence means that a particular fact(s) is substantially more likely to be true than not to be true. An appropriate sanction will be sanctioned by majority vote. Absent extenuating circumstances, the associate dean of academic affairs shall notify the student in writing of the decision of the associate dean of academic affairs and the sanctions imposed within seven days. The student will have the right to appeal the decision according to the procedures set forth in this code.

**Section 4.** (a) If a reported student fails to respond to messages of the Honor Council in a timely manner or is absent from any investigative meetings or hearings without good cause, the Honor Council may investigate and/or hear the case in the student's absence.

- (b) A student may not withdraw from a course in which an Honor Council investigation is pending. Should a student withdraw from a course, and it is later determined that the student's work was in violation of the Honor Code, the associate dean of academic affairs may impose a grade of F or WF upon the recommendation of the Honor Council.
- (c) The procedures for investigations and hearings may be modified at the discretion of the associate dean of academic affairs in response to any exigencies. These changes shall normally be limited to modifications of the size or composition of investigation teams and hearing panels. The reported student shall have the right to accept any modifications or to reject the modifications and resolve the case according to the procedures outlined in this code.
- (d) The findings and recommendations of the Honor Council shall be transmitted to the associate dean of academic affairs promptly in a concise report. After receipt of the report, the student shall be promptly notified of the dean's decision and any sanctions recommended. The associate dean of academic affairs may accept or modify the recommended sanctions. The associate dean of academic affairs may also remand the case for a new hearing.

## **Article 4: Appeals**

**Section 1.** (a) A student may appeal a finding of responsibility of Honor Code violation, the sanction, or both, to the Appeals Committee, unless the findings resulted from the Expedited Hearing Procedure, in which case the right to appeal a finding of responsibility on the basis of procedural error and/or new evidence has been waived by the student while the right to appeal the sanction is retained. The appeal

must be written and submitted to the associate dean of academic affairs within seven (7) days of the receipt of the decision of the associate dean of academic affairs.

- (b) The Honor Appeals Committee shall be composed of three (3) faculty members appointed by the associate dean of academic affairs. The committee shall recommend to the appellate officer that the appeal be denied and the original finding(s) and sanction(s) affirmed; that the sanction be modified; or that a new hearing be held.
- (c) The appellate officer shall promptly notify the reported student in writing of the recommendation and of any action he or she is taking based thereon.
- (d) The appellate officer shall be the associate dean of academic affairs. In the event that the associate dean of academic affairs serves on a hearing panel, the appellate officer shall be the dean of academic affairs, or his or her designee.

**Section 2.** Appeals are limited to the following grounds:

- (1) Procedural error that significantly affected the outcome of the hearing;
- (2) Excessive or inappropriate sanction;
- (3) Specific new evidence, which could not have been reasonably discovered prior to the hearing and which would likely have changed the outcome of the hearing.

**Article 5: Honor Council Membership**

- (a) There shall be a body known as the Honor Council which shall be charged with two duties:
  - (1) To promote a clear understanding throughout the college community of the issues involved in the Honor Code.
  - (2) To hear all cases referred to it alleging honor violations by students. The duty of the council shall be to determine whether the reported student has violated the Honor Code and to make recommendations of sanctions to the associate dean of academic affairs.
- (b) The Honor Council shall consist of up to twenty-two (22) persons—a student chairperson, up to eleven (11) additional student members, and up to ten (10) faculty members. Only students enrolled in Oxford College whose primary program of study is offered by the College shall be eligible for membership. Each member of the Honor Council shall normally be eligible to serve until graduation from Oxford College. In the case of a member or eligible student who does not register for any semester (exclusive of any summer enrollment period), the associate dean of academic affairs shall name a replacement until the next regular selection of members.
- (c) The executive head of the Honor Council shall be a Chairperson who shall

be nominated by the associate dean of academic affairs. The associate dean of academic affairs may create other officer positions to assist the Chairperson. The associate dean of academic affairs shall nominate members to fulfill these roles, and their appointment shall be approved by a majority of the members of the Honor Council. The Chairperson and any other officers shall be privileged to vote on all questions.

- (d) A selection committee drawn from student members and faculty members of the Honor Council shall be appointed by the associate dean of academic affairs and the Chairperson of the Honor Council. The Honor Council shall then make the final selection of members and of the pool of students eligible to serve on the Appeal Panel.
- (e) A quorum of the Honor Council shall be four (4) of the student members. No member of the Honor Council may hear a case when he or she is a reporting party or witness or otherwise has a conflict of interest. If a quorum cannot be assembled for a hearing, the associate dean of academic affairs may appoint temporary members in order to reach a quorum. If a quorum is still not achieved, the associate dean of academic affairs may appoint sufficient temporary members from the pool of students who would be eligible to serve on the Honor Council as defined in this code. The associate dean of academic affairs shall train any temporary members before they may hear a case.
- (f) The associate dean of academic affairs shall annually appoint no fewer than ten (10) faculty members to the Honor Council. These advisors shall assist the Honor Council members in investigations and participate as voting members in hearings of the Honor Council. A quorum of the Honor Council shall be two (2) of the faculty members. No member of the Honor Council may hear a case when he or she is a reporting party or witness or otherwise has a conflict of interest. If a quorum cannot be assembled for a hearing, the associate dean of academic affairs may appoint faculty members as temporary members in order to reach a quorum. The associate dean of academic affairs shall train any temporary members before they may hear a case.
- (g) In accordance with the Emory College Honor Code, the associate dean of academic affairs may request that a case be heard by the Emory College Honor Council.
- (h) The associate dean of academic affairs may temporarily or permanently remove from the Honor Council any member who compromises the integrity of the Honor Code process, fails to meet the duties of the position, is unable to participate objectively and without bias, or is reported for an Honor Code violation. Should the Honor Council member wish to contest this temporary or permanent removal, a written appeal of the decision may be submitted to the Appeal Panel.

within seven days of receiving the decision. The Appeal Panel shall review the circumstances that led to the removal and make a final, nonappealable recommendation that the decision be upheld, modified, or overturned.

### **Article 6: Scope and Authority of the Honor Council**

- (a) All students enrolled in any course or program at Oxford College are expected to abide by the Oxford College Honor Code. The Oxford College Honor Council shall have jurisdiction over cases of academic misconduct that occur in any course within Oxford College, regardless of the degree program in which the student is enrolled. The Oxford College Honor Council will report all decisions, including findings and recommended sanctions, to the dean of the school in which the reported student is enrolled. The dean of the respective school may accept or modify the recommended sanction before reporting it to the student. The student may appeal the decision, according to the procedures listed below.
- (b) An Oxford College student who enrolls in a course or program in another school of Emory University must abide by the Honor Code of that school. Cases of alleged academic misconduct will be decided by the Honor Council of the school where the violation occurred. Upon the conclusion of any such case, the verdict and recommended sanction will be reported to the associate dean of academic affairs of Oxford College, who may accept or modify the recommended sanction. The student may appeal the decision, according to the procedures set forth in the Honor Code of the school where the violation occurred.
- (c) In cases when the Honor Council has appropriate jurisdiction that may overlap with another school, the associate dean of academic affairs has discretion to recommend that a case be remanded to the school in which the student is enrolled.
- (d) In cases when an Honor Code violation is reported after a student has graduated and the violation relates to a course that was required for the conferral of the degree, the associate dean of academic affairs has discretion to refer the allegation to the Honor Council for adjudication. The Honor Council may recommend and the associate dean of academic affairs may enforce any outcome enumerated in the Honor Code, including revocation of the degree.
- (e) Faculty members may not impose penalties on the basis of honor code contrary to the decision of the associate dean of academic affairs based on findings and recommendations of the Honor Council.

### **Article 7: Miscellaneous**

- (a) All proceedings under the Honor Code are confidential and those participating in the proceedings have a duty to keep information related to it confidential. Breaches of the requirement for confidentiality are addressed through



this Code, any applicable conduct codes, or employee action for breaches of university policy. Nothing in this paragraph shall restrict communication to officials of the University where knowledge is necessary in the performance of the officials' duties, nor shall it restrict disclosure required by law.

- (b) Wherever "Dean" or "associate dean of academic affairs" appears in this Code, each shall include any person designated by the Dean of Oxford College or associate dean of academic affairs to act for the Dean or associate dean of academic affairs.
- (c) Wherever "Chair, Chairperson, or Chairperson of the Honor Council" appears in this Code, each shall include any member of the Honor Council designated by the Chairperson of the Honor Council to act in the Chair's stead.
- (d) This Honor Code shall be subject to amendment and revision with the consent of the associate dean of academic affairs and a majority of the faculty.

## Appendices

### APPENDIX 1: THE USE OF SOURCES IN WRITING PAPERS IN OXFORD COLLEGE

A writer's facts, ideas, and phraseology should be regarded as his or her property. Any person who uses a writer's ideas or phraseology without giving due credit is responsible for plagiarism. *This includes duplicate submission—use of your own work for another class or publication without the express permission of all involved instructors or editors.*

Information may be put into a paper without a footnote or some kind of documentation only if it meets all of the following conditions:

It may be found in several books on the subject. It is written entirely in the words of the student. It is not paraphrased from any particular source. It therefore belongs to common knowledge.

Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his or her own words, there must be a footnote giving credit to the author responsible for the idea. Of course methods of documentation vary, and it is possible to cite in the text itself rather than a footnote. The point is that the student should give credit when credit is due and that he or she should give the credit in a manner specified by the instructor of the course or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. "In paraphrasing you are expressing the ideas of another writer in

your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns and merely substitute synonyms for the original words, nor does it retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the source.”\*

\* Floyd (c) Watkins, William (b) Dillingham, and Edwin T. Martin, *Practical English Handbook*, 3rd ed. (Boston, 1970), p. 245.

Any direct quotation should be footnoted (or documented in any acceptable fashion). Even when a student uses only one unusual or key word from a passage, that word should be quoted. If a brief phrase that is common is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given in a footnote or in the prescribed manner.

It is of course the prerogative of the instructor to prescribe that no secondary sources may be used for particular papers.

A student who uses a secondary source must remember that the very act of looking up a book or an article should be considered as a pledge that the student will use the material according to the principles stated above.

## **APPENDIX 2: Common Forms of Academic Misconduct**

The Honor Code gives some of the general types of violations. This appendix clarifies the Honor Code by providing typical examples of academic dishonesty. This list is not intended to be exhaustive. If you are in doubt about any action, contact your professor for clarification.

### **Exams**

Any attempt to gain or give an unfair advantage during an exam is considered a violation of the Honor Code. Such violations include:

- Attempting to look at or copy another student's exam
- Attempting to provide answers to another student
- Programming a calculator with answers or other information
- Accessing information on a smart device
- Using notes or other unauthorized information during an exam
- Looking at an older version of the exam without the professor's permission
- Using a test bank or fraternity tub file without the professor's permission
- Taking an exam for someone else or having someone take an exam for you
- Submitting someone else's name on an exam

Because study partners often have similar answers on an exam, the Honor Council recommends that students not sit near their study partners during a quiz or test.

**The use of an electronic device for any reason during an exam or testing situation is strictly prohibited and violates the Honor Code.****Written Assignments**

Plagiarism is the use of someone else's words, ideas, or work without providing proper credit. Whether the act is intentional or not, the Honor Council considers any form of plagiarism to be a violation of the Honor Code. Some examples of plagiarism and other academic misconduct in written work include:

- Using someone else's words without quotation marks and proper attribution
- Using information or ideas without acknowledging the source
- Paraphrasing a text without acknowledging the source
- Improperly paraphrasing a passage by using language or structure that is too similar to the original source
- Purchasing a paper or using an online paper assistance website
- Having any one than yourself write any part of your paper
- Using false page numbers or creating false citations

Duplicate submission is using the same intellectual material more than once without the express, prior permission from every instructor or editor for whom the original submission was, is, or would be made, at any educational institution or for any publication, electronic, academic, or otherwise. When in doubt, talk with your instructors about any possible plans you have to re-use material. If permission is granted, make sure you get it in writing from all involved instructors. Some examples of duplicate submission include:

- Submitting an assignment for a college class that you wrote in high school or earlier in college, even with some revisions and/or additions
- Reusing parts of an assignment for two or more classes

**Group Work and Collaboration**

Collaboration on a paper, test, lab, homework, or any other assignment is only allowed with the express permission of the professor. Do not assume that because you are allowed to collaborate on one type of assignment or in one class that you are allowed to do the same with other assignments or other classes. When in doubt, always ask your professor. Violations involving multiple students and group work include:

- Copying any part of an assignment, including answers, graphs, figures, and data
- Sharing your paper or assignment with another student without the professor's permission
- Including someone's name on a project for credit when s/he didn't contribute to the work

The Honor Council advises students to refrain from sending or providing copies of their work to other students to prevent this work from being stolen or copied.

**Other Issues**

There are a number of others actions that constitute academic misconduct. These include, but are not limited to:

- Providing false information to a professor (e.g. falsely claiming sickness or a family death)
- Creating false data for an assignment
- Signing someone else into class
- Using a clicker other than your own during class
- Forging a signature on an academic document
- Falsifying a transcript or other university document
- Seeking to gain or provide an unfair advantage during registration
- Resubmitting altered work for a higher grade
- Intentionally sabotaging the academic work of another student
- Intentionally disrupting the conduct of an exam to gain or provide an academic advantage
- Intentionally preventing other students from accessing resources for an assignment
- Offering a professor a bribe for a higher grade
- Lying or creating false evidence at any point during an Honor Code investigation
- Violating confidentiality in an Honor Code case
- Refusing to submit evidence in an Honor Code case

# Trustees, Administration, and Faculty

## EMORY UNIVERSITY BOARD OF TRUSTEES

The Board of Trustees governs the university by establishing policy and exercising fiduciary responsibility for the long-term well-being of the institution. The board and its executive committee act on recommendations from board committees, university officers, and the university senate.

### Board of Trustees Executive Committee

Robert C. Goddard III, Chair  
B. Michael Watson, Vice Chair  
Leah Ward Sears, Secretary

### Board of Trustees

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

## EMORY UNIVERSITY PRESIDENT AND LEADERSHIP COUNCIL

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

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

### **DEAN'S COUNCIL—OXFORD COLLEGE**

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

### **BOARD OF COUNSELORS**

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

### **MEMBERS**

Mr. Henry F. Anthony 71Ox 73C 88MBA – Atlanta, GA  
J. Max Austin Jr. 61Ox 63C 69MR – Birmingham, AL  
Ellen A. Bailey 63C 87B – Atlanta GA  
Joe L. Bartenfeld 64Ox 66C – Atlanta, GA  
Clifford A. Bell 46Ox 50C – Dillard, GA  
Anne Bigelow 74Ox 76N – Atlanta, GA  
Russell W. Boozer 75Ox 77B – Dunwoody, GA

Lynne Borsak 810x 83C – Atlanta, GA  
 Robert E. Chappell Jr. 56Ox 58B 68 – Griffin, GA  
 R. Haynes Chidsey 88Ox 90C – Denver, Colorado  
 Albert E. Clarke 55Ox 57C 60T – Atlanta, GA  
 Ralph D. Cook Jr. – Atlanta, GA  
 Jennifer Crabb Kyles 98Ox 00C – Atlanta, GA  
 Cheryl Fisher Custer 81Ox 83C – Conyers, GA  
 William T. Daniel Jr. 73Ox 75C – Savannah, GA  
 William Michael Dennis 67Ox 69C – Winter Park, FL  
 Ranjit S. Dhaliwal (P17) – Augusta, GA  
 Robert Trulock Dickson 72Ox 74C – Emerald Isle, N.C.  
 Denny M. Dobbs 65Ox – Covington, GA  
 David D. Duley 96Ox 98B – Atlanta, GA  
 Jonathan E. Eady 84Ox 86C – Atlanta, GA  
 J. Joseph Edwards 54Ox 56B 58B – Barnesville, GA  
 Arthur F. Evans 68Ox 69B – Oviedo, Florida  
 John Fountain 73Ox 75M 79M 83MR – Conyers, GA  
 R. Dean Fowler 55Ox 57C – Steinhatchee, FL  
 Robert R. Fowler III – Covington, GA  
 Michael Scott Garner 90Ox 92C – West Hollywood, CA  
 J. Milton Gillespie 59Ox – Sky Valley, GA  
 Kevin A. Gooch 99Ox 01C – Atlanta, GA  
 Dana Greene 71G – Alexandria, VA  
 Judy Greer – Oxford, GA  
 Susan Atkinson Gregory 77Ox 79C – Nashville, TN  
 William J. Hardman Jr. 52Ox 54C 66MR – Athens, GA  
 W. Marvin Hardy III 61Ox 63C 65L – Orlando, FL  
 Kipling Hart 94Ox 96C – Lyons, GA  
 Zoe M. Hicks 63Ox 65C 76L 83L – Atlanta, GA  
 Norman G. Houston III 62Ox 64C – Nashville, GA  
 Bruce K. Howard 85Ox 88C – LaGrange, GA  
 Robert E. Ingram 65Ox 67C – Opelika, AL  
 Paul P. Jackson Jr. 82Ox 84B – Atlanta, GA  
 Horace J. Johnson Jr. 77Ox 79B – Covington, GA  
 Helen Fogle Jones 64Ox 67C – Calhoun, GA  
 Steven Candler Kapp 87Ox 89C – Covington, GA  
 Kevin D. Kell 75Ox 77C – Atlanta, GA  
 Diane Allgood Kirby 67Ox – Bogart, GA  
 William R. Kitchens 63Ox 65C 69M 74MR 80MR – Augusta  
 Wallace C. Lail 59Ox – Duluth, GA  
 Reid Mallard 84Ox 86C – Atlanta, GA  
 Henry A. Mann 62Ox 64C – Atlanta, GA  
 Miles H. Mason, III 67Ox 68C – Duluth, GA  
 Rev. Michael McCord 06T – Carrollton, GA  
 Willis L. Miller, III 67Ox 69C 72L – Valdosta, GA

Alexander G. Morehouse 63C – Mansfield, GA  
Ivan Sigmund “Sig” Mosley Jr. 66Ox 68B – Atlanta, GA  
William B. Nipper Jr. 69Ox 71C – Green Cove Springs, FL  
Carol K. Norton 65Ox 67C 69G – St. Simon Island, GA  
Tommy L. Owens 59Ox 61C 65D – Atlanta, GA  
Fred L. Palmer 52Ox 57M 58MR 60MR – Smyrna, GA  
Rahkee Vora Parikh 990x 01C 02PH – Atlanta, GA  
Eric Pike 88Ox 90C – Lewisville, N.C.  
J. McDowell Platt 74Ox 76C – Atlanta, GA  
Jennifer L. Purdon 77OC 79C – Mount Vernon, NY  
Eugene M. Rackley III 55Ox 58B – Sea Island, GA  
B. Dan Ragsdale 59Ox – Oxford, GA  
Ralph M. Reeves 59Ox 61C 65M – Reading, PA  
Barbara C. Rivers 65Ox – Covington, GA  
Vann Roberts 59Ox – Dalton, GA  
John W. Robitscher 81Ox 83C 92PH – Atlanta, GA  
Kyle D. Smith Jr. 59Ox 61C – Calhoun, GA  
Thomas G. Stokes Jr. 9Ox 81C – Atlanta, GA  
Hugh M. Tarbutton Jr. 84Ox – Atlanta, GA  
Andrew W. Tatnall 760x 78B – Marietta, GA  
John L. Temple – Sky Valley, GA  
Ina L. Thompson 61Ox 63C – LaJolla, CA  
Linwood Thompson 57Ox 60C – Griffin, GA  
Robert Thornton 62Ox 64C – Maitland, FL  
Arthur Vinson 66Ox 68C – Atlanta, GA  
Mitch Waters 81Ox 83C – Atlanta, GA  
Alfred B. Watson Jr. 57Ox 59C 63M – Sugar Land, TX  
Kim Wilder-Dyer 78Ox 80C 83M – Marietta, GA  
Mayo Woodward 90Ox 92C – Birmingham, AL  
George L. Zorn Jr. 62Ox 64C 68M – Irondale, AL

### **OXFORD COLLEGE ALUMNI ASSOCIATION**

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

The association is made up of class agents who are the Alumni Board representatives for their Oxford graduation year. They are asked to inform and educate their classmates about Oxford, to provide information about Oxford’s ongoing activities and future plans, and to support Oxford’s fund-raising efforts. Oxford class agents choose to volunteer, serve, and act as stewards for Oxford College and the university. Without their help, we could not educate, inform, and build relationships with Oxford alumni.



**ALUMNI BOARD EXECUTIVE COMMITTEE**

President, Curtis Cotsonis 09Ox 11C – Atlanta, GA

Past President, Jennifer Crabb Kyles 98Ox 00C – Conyers, GA Secretary,

Kristin Brown 91Ox 93B – Royston, GA

**MEMBERS**

Rushay Amarath-Madav 17Ox 19C – Acworth, GA

Suman Madhav Atluri 18Ox 20C – Pearland, TX

Charles Freeman Burnett 01Ox 03C – Atlanta, GA

Kevin Callaway 97Ox 99N – Florence, AL

Jenna Cariker 17Ox 19C – O'Fallon, IL

Annie Chappell 19Ox 21C – Chatham, VA

Henry Chappell 14Ox 16C – Atlanta, GA

Olivia Chelko-Long 96Ox 99C 01PH – Monroe, GA

Michael Clifford 88Ox 90C – Decatur, GA

Shafin Damani 09Ox 10B – Atlanta, GA

David Davis 95Ox 97C – Macon, GA

Rhyan Davis 17Ox 19C – Covington, GA

Deborah Martin Dierkes 70Ox 72C – Acworth, GA

Evan Dun 10Ox 12C – Atlanta, GA

Jessica Getz 12x 14N – Atlanta, GA

Richelle Gosman 08Ox 10C – New York, NY

Willis Hao 18Ox 20C – Alpharetta, GA

Chad Hixon 08Ox 10C – Decatur, GA

Jenny Jiang 15Ox 17C – Phoenix, AZ

KJ Johnson 13Ox 15C 17N – Jonesboro, GA

Rahill Lakhani 07Ox 08C – Duluth, GA

David Lee 98Ox 00B – Atlanta, GA

Khatdija Meghjani 12Ox 14C – Snellville, GA

Lindsey Marion Luczynski 99Ox 01C – Atlanta, GA

Uzair Malani 16Ox 18B – Duluth, GA

Rachael Male 81Ox 83C – Roswell, GA

Tim Martin 99Ox 00B – Decatur, GA

John McColl 08Ox 10B – Atlanta, GA

Catherine Floyd McDermott 01Ox 04N – Atlanta, GA

Kinsey Elise McMurtry 11Ox 13C 15PH – Grayson, GA

Khatdija Amin Meghjani 12Ox 14C – Snellville, GA

Munir M. Meghjani 08Ox 10C – Fayetteville, GA

Lupe Guadalupe Monterroso, 13Ox 15B – Decatur, GA

Yaritza Moreno Morris 98Ox 01C – LaPlata, MD

Jon Olliff 59Ox 64D – Lehigh Acres, FL

Erin Oquindo 18Ox 20C – Brentwood, TN

Sasha Palmer 13Ox 15C – Chicago, IL

Shloka Parvatrao 16Ox 18C – Hillsborough, NJ

Nousheen Pirani 09Ox 11C – Atlanta, GA

Eric Rusiecki 100x 13C – Decatur, GA  
Bilal Sarwari 070x 09C – Atlanta, GA  
Melissa Parrino Sheesley 940x 96C 99PH – Brookhaven, GA  
Michael Silverio 980x 00C – Alpharetta, GA  
Daniel Sperling 950x 97C – Roswell, GA  
David Sutton 820x 83C – Jacksonville, FL  
Ji Jim Tanner 880x – Chattanooga, TN  
Daniel Thompson 010x 03C 08PH – Gainesville, GA  
Meghann Timmins 110x 13C – Atlanta, GA  
Mallory Warman 160x 18C – San Antonio, TX  
Will Warren 150x 17C – Decatur, GA  
Jeffrey Watson 870x 89C – Canton, GA  
Audia L. Wells 900x 92C – Richton Park, IL  
Ben Wilcox 850x 88B – Brookhaven, GA  
Heather Cripps Williams 000x 02C – Woodruff, SC

### **OXFORD COLLEGE FACULTY**

Alex Abarco

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

Kenneth L. Anderson

Dean of Academic Affairs, Professor of Philosophy. BA, Bucknell University, 1982; MA, Emory University, 1989, PhD, 1991

Elena Antoniadou

Adjunct Assistant Professor. BA/MA, University of Cambridge, Newnham College, 1987; PhD, Standord University, 1996

Maria A. Archetto

Associate Professor of Music. BS, Rhode Island College, 1974; MA, Eastman School of Music, University of Rochester, 1979, PhD, 1991

Susan Youngblood Ashmore

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

Catherine Bagwell

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

Stephen Bagwell

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

Steven C. Baker

Professor of Biology. BS, Tennessee Tech University, 1980, MS, 1983; PhD, Southern Illinois University, 1990

Henry C. Bayerle

Associate Professor of Classics. BA, Brown University, 1989; MA, Indiana University, 1992; PhD, Harvard University, 2004

Donald M. Beaudette

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

Stacy A. Bell

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

Christopher Blake

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

Andrew Boatright

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

Bryana Bush

Visiting Assistant Professor Biology. BS, Coastal Carolina University, 2010; MS, Coastal Marine and Wetland Studies Graduate Program, 2013; PhD, University of Georgia, 2018

M. Eloise Brown Carter

Professor of Biology. AB, Wesleyan College, 1972; MS, Emory University, 1978, PhD, 1983

Kenneth E. Carter

Charles Howard Candler Professor of Psychology. BA, Emory University, 1989; MA, University of Michigan, 1990, PhD, 1993; MS, Fairleigh Dickinson University, 2007

Fang Chen

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

Begona Claveria

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

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

Russell B. Cutts

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

Deepika Das

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

Maria E. Davis

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

Patricia Del Rey

Adjunct Assistant Professor of Women's Studies. AB, Manhattanville College, 1965, MA, Columbia University, Teachers College, 1967, EdD, 1970

Alicia Ory DeNicola

Associate Professor of Anthropology. BA, Lewis and Clark College, 1989; MA, Brandeis University, 1998; PhD, Syracuse University, 2004

Tasha Dobbin-Bennett

Assistant Professor of Art History and Studio Art. BBS, Victoria University, New Zealand, 1999; MA, University of Auckland, 2008; MPhil, Yale University, 2011; PhD, Yale University, 2014

Pearl Dowe

Professor of Political Science and African American Studies. BS, Savannah State University, 1994; MA, Georgia Southern University, 1996; PhD, Howard University, 2003

Leigh Elion

Assistant Professor/Director, Writing Center. BA, Brown University, 2005; MA, Boston College, 2008. PhD, University of Wisconsin-Madison, 2017

Anouar El Younsi

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

Sarah C. Fankhauser

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

Alfred Farris

Visiting Assistant Professor Physics. Associate of Arts, Oxford College of Emory University 2011; BS, Emory University 2013

Nicholas Fesette

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

Tina Gallagher

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

Devon R. Goss

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

David B. Gowler

The Dr. Lovick Pierce and Bishop George F. Pierce Professor of Religion; Director, The Pierce Institute for Leadership and Community Engagement; Professor, The Center of Ethics (Emory University). BA, University of Illinois, 1981; MDiv, Southern Seminary, 1985, PhD, 1989

Miguel Gualdron Ramirez

Visiting Assistant Professor in English/American Studies. BA, Universidad Nacional de Colombia, Bogota, 2005; MA, Universidad Nacional de Colombia, Bogota, 2009

Bridgette Wells Gunnels

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

Melissa Hage

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

Jessica Ham

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

Pernilla Hardin

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

Jack Hardy

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

Brenda Bacon Harmon

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

Penny Harvey

Adjunct Assistant Professor in Sociology. BS, University of Manchester, 2013; MA/PhD, Georgia State University, 2019

Farah Hasin

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

Brad K. Hawley

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

Douglas A. Hicks

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

Sarah Higinbotham

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

Jonathan Hulkan

Assistant Professor of Mathematics. BA, Rhodes College, 2003, BS, 2003; MS, The University of Memphis, 2006, PhD, 2010

Adriane L. Ivey

Associate Professor of English. BA, Presbyterian College, 1992; MA, Clemson University, 1995; PhD, University of Oregon, 2000

Nitya P. Jacob

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

Christina H. Lee

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

David W. Leinweber

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

Sharon A. Lewis

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

Ting Li

Assistant Professor of Computer Science. B.Eng, Xidian University, 2012; PhD, University of North Carolina at Charlotte, 2014

Christine Loflin Dillon

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

Michael Martin

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

Jennifer McGee

Assistant Professor of Psychology. BA, George Washington University, 2007; MA Emory University, 2009, PhD, 2014

Margaret T. McGehee

Associate Professor of American Studies. BA, Davidson College, 1997; MA, University of Mississippi, 2000; MA Emory University, 2004, PhD, 2007

Emily McLean

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

Sung J. Mo

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

Joseph C. Moon

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

Gregory Moss-Brown

Instructor in Physical Education/Men's Soccer Coach. BA, Hartwick College, 1986; MS, Ithaca College, 1991

Joshua Mousie

Assistant Professor of Philosophy. BA, Union University, 2004; MA, Boston College, 2007; PhD, University of Guelph, 2015

Matthew A. Moyle

Associate Professor of French. BA, Bemidji State University, 1998; MA, University of Wisconsin-Madison, 2000, PhD, 2008

Eve Mullen

Associate Professor of Religion. BA, Washington and Lee University, 1990; MTh, Harvard University, 1992; MA, Temple University, 1996, PhD, 1999

Annette W. Neuman

Assistant Professor of Chemistry. BS, Davidson College, 2004; PhD, Emory University, 2012

Jasminka Ninkovic

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

Simbarashe Nkomo

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

Ella O' Kelley

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

Alix Olson

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

Paul C. Oser

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

Mary Lynn Owen

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

Patricia L. Owen-Smith

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



Pablo Palomino

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

Heunggi Park

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

Lloyd R. Parker Jr.

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

Nicolas Petit

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

Florian Pohl

Associate Professor of Religion. MA, Temple University, 1998; PhD, 2007. Diplom Theologe, Universitat Hamburg, Hamburg, Germany, 2001

Nichole L. Powell

Associate Professor of Chemistry. BSc, University of the West Indies, Jamaica, West Indies, 1995; PhD, Georgia State University, 2003

Benjamin A. Purkis

Assistant Professor of Mathematics. BA, Amherst College, 2007; MA, University of Colorado, 2010; PhD, 2014

Gwendolynne Reid

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

David Resha

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

Susan B. Riner

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

Karen Rogers

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

Michael K. Rogers

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

Teresa Romano

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

Cecilia Rucker

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

Conrad Rucker

Adjunct Instructor in Physical Education. BA, Southern University and A&M College, 1978

Reza Saadein

Associate Professor of Chemistry. BS, Shiraz University, 1976, MS, 1978; PhD, Syracuse University, 1984

Austin Scharf

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

Phil N. Segre

Senior Lecturer in Physics. BS, Carnegie-Mellon University, 1985; PhD, University of Maryland, 1993

Effrosyni Seitaridou

Associate Professor of Physics. BA, Smith College, 2002; BE, Dartmouth College, 2002; MS, California Institute of Technology, 2004, PhD, 2008

Deric Shannon

Associate Professor of Sociology. BA, Ball State University, 2002, MA 2004; PhD, University of Connecticut, 2011

William Shapiro

Professor of Political Science. BA, Brooklyn College, 1968; MA, Cornell University, 1973, PhD, 1978

Mary A. Shiraef

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

Salmon Shomade

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

Eric Solomon

Visiting Assistant Professor in English/American Studies. BA, University of Mississippi, 2009; MA, Emory University, 2011; PhD, Laney Graduate School, Emory University, 2017

Rebekah Spera

Adjunct Assistant Professor in Philosophy.

LaTonia Taliaferro-Smith

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

Cristina Tarazona

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

Erin C. Tarver

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

Richmond Thompson

Professor of Psychology and Neuroscience & Behavioral Biology, BS in Biology and Psychology, Furman University, 1996; PhD in Psychology, Cornell University, 1996

Ariel Van Leuven

Visiting Assistant Professor in Biology.

Nathalia Vidal

Visiting Lecturer in Sociology. BA, Universidad de los Andes, Bogota, Colombia, 2008; MA, Philosophy, Universidad de los Andes, Bogota, Colombia, 2011

Katherine Vigilante

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

Daniel Walter

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

Will Wright

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

Guibao Yang

Associate Professor of Physical Education. BS, Beijing Institute of Physical Education, 1977; MS, Shenyang Physical Education Institute, 1983; MS, Florida State University, 1993, PhD, 1994

### **Faculty Emeriti**

Monica M. Ali

Professor of Chemistry. AB, Emmanuel College, 1963; MS, Georgetown University, 1968, PhD, 1971; BSRPh, University of Georgia, 1991

Andrew L. Autry

Professor of Chemistry. BS, University of Georgia, 1956, MS, 1958

Evelyn C. Bailey

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

Robert Edward Bailey

Professor of Mathematics. BS, Georgia Southern College, 1970; MEd, Armstrong Savannah State College, 1975; MS, Georgia State University, 1980, PhD, 1982

William E. Baird

Professor of Physics. BA, Emory University, 1969; MS, Georgia Institute of Technology, 1972, PhD, 1975, MS, 1983

Stephen H. Bowen

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

Lucas Carpenter

Charles Howard Candler Professor of English. BS, College of Charleston, 1968; MA, University of North Carolina at Chapel Hill, 1973; PhD, State University of New York at Stony Brook, 1982

William B. Cody

Professor of Political Science. AB, University of Georgia, 1971, MA, 1973; PhD, New School for Social Research, 1980; JD, University of Georgia, 1986

Penelope England

Professor of Physical Education and Dance. BSEd, University of Georgia, 1966, MSED, 1969; PhD, Louisiana State University, 1983

Dana Greene

Dean. BA, College of New Rochelle, 1963; MA, Northern Illinois University, 1967; PhD, Emory University, 1971

Martha Judith Greer

Professor of Physical Education and Dance. AB, LaGrange College, 1957; MEd, Auburn University, 1961; EdD, University of Georgia, 1972

Stephen W. Henderson

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

Clark W. Lemons

Professor of English. BA, Oklahoma City University, 1969; MDiv, Union Theological Seminary, 1972; MA, Emory University, 1974, PhD, 1978; MA, St. John's College, 1998

Kent B. Linville

Dean of Academic Affairs, Chief Academic Officer, Professor of Philosophy. BA, California State University-Northridge, 1967; PhD, University of California-Santa Barbara, 1972

Frank L. Maddox

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

William P. McKibben

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

Michael M. McQuaide

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

Delia Nisbet

Associate Professor of German. MA, Georgia State University, 1987; PhD, Emory University, 1992

Hoyt P. Oliver

Professor of Religion. BA, Emory University, 1956; STB, Boston University, 1962; PhD, Yale University, 1966

Neil S. Penn

Professor of History. AB, West Virginia Wesleyan College, 1954; MA, Duke University, 1958; PhD, Emory, 1973

Gretchen E. Schulz

Professor of Humanities. BA, Wellesley College, 1964; MA, University of Wisconsin, 1965, PhD, 1975

Richard T. Shappell

Professor of Physical Education and Dance. BS, West Chester State College, 1964; MA, Ball State University, 1966; PhD, Florida State University, 1977

Homer F. Sharp Jr.

Professor of Biology. BA, Emory University, 1959; MS, University of Georgia, 1962, PhD, 1970

Theodosia R. Wade

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

James M. Warburton

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

**STAFF**

Jill P. Adams, PhD  
Assistant Director of Programs,  
Experiential Learning

Stephanie Allen  
Associate Dean, Finance and Budget

Rashmi Anand  
Admission Advisor, Enrollment Services

Effrem Bailey Police Officer

Ulysses Banks Police Officer

Regina Barrett  
Senior Associate Director, Programs,  
Academic Affairs

Fraduntino Barry Residence Life  
Coordinator

Caitlyn Bennett  
Organic Farm Apprentice

Kerry Bowden  
Coordinator, Archives and Special  
Collections

Lauren Braun  
Associate Dean, Advising Support Center

Jeffery Brooks Police Officer

Ben Brown  
Coordinator, Departmental Computing,  
Library

Rodger Brunson  
Catering Manager, Oxford Dining, Bon  
Appetit

Joy Budensiek  
Academic Department Administrator,  
Natural Science and Mathematics

Joe Burgess Police Officer

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

Ellen Campbell  
Administrative Assistant, Dean for  
Campus Life

Chaundria Campos Library Specialist

Grant Cartwright Landscaper

Pamela Cassara Director, Student Health

Jason Cimo  
Operating System Analyst/  
Administration

Jackie Claborn  
Receptionist, Student Center

William Clark Custodian

Debra Colbert  
Accountant, Financial Services

Yahaira Colon  
On-site Manager, Mail and Document  
Services

Marvlyn Corbin  
Administrative Assistant, Library

Bonnie Cowan  
Senior Financial Aid Assistant

Wendy Crank  
Financial Aid Advisor, Sr.

Almar Crite Custodian

Ciera Crawford Custodian

Paige Crowl  
Teaching and Learning Librarian

Emily Culbertson  
Associate Director, Financial Aid

Tamika Culbreath Manager, Events

Travis Culver  
Associate Dean, Admission

Sarah Darden  
Assistant Director, Admission

Stephanie Darden Library Specialist, Sr.	Scott Foster Director, Academic Technology
Danielle Deane Career Counselor	
Nathan DeJong Applications Developer/Analyst, Lead	Kimberly Foxworth Administrative Assistant in Admission and Enrollment
Tiara DeLapp Coordinator, Aquatic Program	Tina Gallagher Head Women's Soccer Coach
Danielle Dockery Manager, Events	Vanessa Garofalo Teaching and Digital Projects Librarian
Shawn Eastridge Social Media Specialist	Krystal Gathright Coordinator, Intramurals
Darren Edwards Custodian, Senior	
Michael Edwards Police Officer	Ruth Geiger Assistant Farmer/Educator
Paula Edwards Driver	Gary Glass Director, Counseling and Career Services
Raciquel Edwards Human Resources Associate	Kristine Gonzalez Web Developer, Communications
Julie Elion Director of Auxiliary, Parking, and Transportation	Roland Gonzalez Accounting Assistant, Sr., Financial Services
Veronica Escutia Custodian	
Ikeda Evans Administrative Assistant, History and Social Science Division	James Gourley HVAC Mechanic, Physical Plant
Mahbuba Ferdousi Associate Dean, Information Technology	Asia Hall Administrative Assistant, Advising Support Center
Karla Fields Manager, Information Technology	Pernilla Hardin Head Tennis Coach/Instructor in Physical Education
Amanda Fischer Athletic Trainer	Sharon Harp, Social Worker II
Claudia Fontaine Coordinator, Resident Life	Renee Hastings Administrative Assistant, Senior in Financial Services Da-Yon Hayes Custodian
Nora Forbes Custodian	
Cheryl Forman Secretary in Information Technology	Tony Heard Building Mechanic, Physical Plant
Michaela Foronda Assistant Director, Student Life	Michele Hempfling Director, Residential Education and Services



Ami Hernandez  
Assistant Director, Counseling and  
Career Center

Ansley Holder  
Office Manager, Student Development

Caprice Holt Custodian

Ricardo Horne  
Assistant Director, Student Life

Rhiannon Hubert  
Assistant Dean and Director of Student  
Involvement and Leadership

Ewart Jack Custodian, Senior

Ian Jesse  
Associate Director, Academic Advising

Jonah Johnson Athletics/Facilities  
Assistant

Darrell Johnson Police Officer

Dawn Jones  
Admission Assistant, Senior, Enrollment  
Services

Lisa Jones  
Online Producer, Communications

Allison Kaczinski  
Associate Director of Projects

J. Dylan Keene  
Admission Advisor, Enrollment Services

Tony Kimbrell  
Director of Development,  
Development and Alumni Relations

Anne Knauf  
Admission Advisor, Enrollment Services

Paula Knight  
Coordinator, Cataloguing and  
Acquisitions

Stacy Knight  
Admission Assistant, Senior, Enrollment  
Services

Monica Lemoine  
Administrative Assistant, Residential  
Education and Services

Kelley Lips  
Associate Dean of Enrollment Services

Luetrell Langston Manager, Campus  
Services

Cheryl Lashley Custodian

Janice Ly  
Business Operations Specialist,  
Enrollment Services

Brandon Mayo  
Desktop Consultant, Senior,  
Information Technology

Katherine McGuire  
Director, Institutional Research

Lilia McMichael Financial Analyst, Senior

Mary Kathryn McNeill Dean of the  
Library

Tony Menichini Police Sergeant

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

Stephanie Maddox Residence Life  
Coordinator

Alan Mitchell  
Manager Senior, Operations

Anthony Mize Coordinator, Diversity

Valerie Molyneaux  
Associate Dean of Academic Affairs

Stephanie Moncada  
Director, Registration; Enrollment  
Services

Carol Moser  
Human Resources Associate

Gregory Moss-Brown  
Head Soccer Coach/Instructor

Shamiso Moyo  
Supervisor, Campus Services

Sherie Myers  
Nurse Practitioner, Student Health Service

Ellen Neufeld  
Deputy Director of the Library

Susan Newborn  
Division Director of Human Resources

Nicole Nixon  
Administrative Assistant, Sr. in  
Academic Affairs

Kathy Nolley Custodian

Carlos Northern  
Assistant Director, Resident Life

Oby Nwandu Custodian

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

Daphne Orr  
Director of International Student Programs

Lyn Pace Chaplain

Kate Papachristou Social Worker II

Daniel Parson  
Organic Farmer/Educator

Anne Le Huu Pineault  
Teaching and Learning Librarian

Eric Porter  
Driver, Campus Life

Marv Poulson Police Officer

Rachael Powell  
Senior Facilities Planning Coordinator  
Andra Price Custodian

Frank Rash  
Operating Systems Analyst,  
Administration Senior

Clayton Ray  
Senior Mechanic, Housing

Meta Reed Custodian

China Redman Program Coordinator

Catherine Reuter  
Field Manager, Organic Farm

Christine Richardson  
Coordinator, Program, International  
Student Services

Lenet Rivas  
Financial Aid Advisor, Sr

Jessica Rivers  
Interim Art Director, Theater Oxford

Jessica Robinson  
Director of Library Finance and  
Operations

Theresa Robinson  
Business Operations Specialist,  
Enrollment Services

Veronica Roman  
Associate Director, Student  
Involvement/Leadership

Lisa Schrum  
Receptionist, Student Center

Bobbie Scott Custodian

Olha Seredyuk  
Administrative Assistant, Development  
and Alumni Relations

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

Randy Simon  
Director, Facilities and Operations

Lavonne Smith Financial Analyst

Matthew Smith  
Client Services Rep II, Information  
Technology

Ryan Smith Police Officer

Kevin Smyrl  
Associate Dean and Director of  
Development and Alumni Relations

Eddie Somerville Police Officer

Kaylin Spell  
Nurse Practitioner

Cecily Spindel Admission Advisor

Dennis Spruell  
Assistant Athletic Director, Facilities  
and Recreation

Cynthia Stinson Nurse Practitioner

Brian Stocks  
Academic Technology Specialist III

Roderick Stubbs  
Director, Athletics and Head Basketball  
Coach

Allyson Studer  
Program Coordinator, Senior

Karen Summers  
Executive Administrative Assistant  
to Dean

Latoia Swinger  
Team Lead, Campus Services

Erin Taylor Athletic Trainer

Seth Tepfer  
Manager, Information Technology

Timothy Terry Athletics/Facilities  
Assistant

Genniger Thompson Custodian

Stacey Stobaugh Towler

Associate Director, Admission

Tim Tukes Police Officer

Stephany Ta Medical Assistant

Daniel Trammell  
Business Analyst II, Enrollment Services

Melissa Tomlinson  
Team Lead, Campus Services

Astrid Varner  
Medical Assistant

Stephanie Vaughn  
Administrative Assistant

Adrienne Vinson Wadley  
Chief of Staff/Director  
of Special Projects

Robert S. Walker  
Police Captain/Supervisor

Lisa Ward Educational Analyst II

Earl Waters Custodian, Senior

Chris Widmer  
Coordinator of Transportation  
Programs

Wanda Willis  
Manager, Oxford Bookstore

Glen Westry Custodian

Catherine T. Wooten  
Director, Communications

Amanda Yu-Nguyen  
Director, Center for Healthful Living

Index

A

Academic Advisers 8

Academic Appeals 101

Academic Calendar 2

Academic Divisions 26

Academic Honors 21

Academic Load and Credit 8

Academic Probation 119

Academic Program 8

Accessibility 82

Accreditation 7

Administration 155

Admission 85

Advanced Placement (AP) 87

Advising 8

Allied Health Professions 22

Alpha Epsilon Upsilon 21

Alumni Association 158

American Studies 30

Anthropology 31

Arabic 33

Art History 34

Arts at Oxford 15

Astronomy 36

B

Bachelor of Arts 22

Bachelor of Science 23

Biology 36

Board of Counselors 156

Business 22

Business School 24

C

Center for Healthful Living 29

Chemistry 38

Chinese 41

Class Attendance 106

Classics 42

Code of Conduct 124

Computer Science 42

Counseling and Career Services 83

Course Descriptions 30

Courtesy Scholarship 95

D

Dance 43

Degree Requirements 12

Dentistry 26

Dropping Courses 103

E

Economics 43

Educational Resources 80

Emory College Courses 11

Emory University 22

Employment (students) 95

Engineering 23

English 27

English as a Second Language (ESL) 82

Environmental Studies 47

Ethics and Servant Leadership 60

Exclusion 118

Expenses 90

F

Faculty 155

Faculty Emeriti 170

FERPA 121

Film Studies 48

Final Exams 105

Financial Assistance 91

Financial Information 91

First-Year Student Withdrawal 103

French 49

**G**

Geology	50
German	51
Goizueta Business School	24
Grading System	98
Greek	51

**H**

Health Services	83
History	52
History Division	26
Honor Code	139
Honor List	21
Humanities Division	27

**I**

Incomplete Work	99
Information Technology	81
Insurance	83
Interdisciplinary Studies	54
International Baccalaureate	88
Involuntary Withdrawal	115
Italian	56

**L**

Latin	56
Law	22
Learning to Lead	56
Libraries	80
Loans	95
Lyceum	15

**M**

Mathematics	57
Mathematics Center (tutors)	28
Medicine	22
Merit List	21
Mid-Semester Deficiencies	107
Minors	23

Mission Statement	7
Motor Vehicles	84
Music	59

**N**

Natural Science Division	28
New Student Orientation	11

**O**

Off-Campus Courses	16
Official Transcripts	103
OPUS	103
Overload Procedures	8
Oxford College Profile	6
Oxford Research Scholars Program	18
Oxford Studies	19
Oxford Studies (courses)	60

**P**

Parking	84
Part-Time Jobs	95
Pharmacy	26
Phi Eta Sigma	21
Philosophy	60
Physical Education Division	29
Physical Education (courses)	61
Physics	67
Pierce Program in Religion	20
Political Science	68
Probation	118
Program of Study	22
Psychology	71

**Q**

Quality Points	98
Quantitative Theory and Methods	72

**R**

Readmission	120
Regulations	97
Religion	73
Religious and Spiritual Life	20
Repetition of Courses	104
Report of Grades	101
Residential Education and Services	84
Room and Board	90

**S**

Scholars Program	19
Scholarships	92
Social Science Division	26
Sociology	75
Spanish	76
Staff Directory	173
Student Conduct Procedures	122
Summer School	10
Suspension	117

**T**

Theater Studies	78
Theology	22
Transient Study	89
Trustees	155
Tuition Refunds	103
Tuition, Fees	90
Tutors and Supplemental Instructors	28

**W**

Ways of Inquiry	13
Withdrawing from School	103
Nell Hodgson Woodruff School of Nursing	25
Women's, Gender, and Sexuality Studies	79
Writing Center	82



EMORY

---

OXFORD  
COLLEGE