



EMORY

OXFORD
COLLEGE



Oxford College Catalog

2023-2024

Oxford College of Emory University Oxford College 2023–2024 Catalog

Published by the Office of Enrollment Services 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

Oxford College Profile	6
Mission Statement	6
Vision Statement	7
Academic Calendar 2023-2024	8
Admission	10
Requirements	10
Application Procedure	10
Financial Information	11
Expenses	11
Financial Assistance	11
Academic Scholarships	12
Sophomore Scholarships	13
Additional Scholarships	13
Student Employment, Loans, And Veteran's Benefits	14
Named Scholarships	14
Credits Outside Of Emory University	16
Advanced Placement (AP)	16
International Baccalaureate (IB)	17
College Credit	18
Cross-Registration: Emory College Courses	18
Summer School: Emory's Atlanta Campus	18
Transient Study	19
Mobility Credit	20
ATL Bound—Atlanta Campus Of Emory University: Academic Pathways	22
Emory College Program Of Study	23
Engineering & Nursing Dual-Degree Programs	23
Roberto C. Goizueta Business School	24
Nell Hodgson Woodruff School Of Nursing	25
Pre-Professional Programs And Requirements	25
Residency And Allotted Timeframe For Degree Completion	25
Academic Policies And Regulations	27
Administration Of Curriculum	27
Academic Honors	28
Dean's List	28
Phi Eta Sigma	28
Arche & Rotc Registration	28
Class Attendance	28
Continuation, Notification, Warning, Exclusion, And Standing	30
Electronic Student Information And Enrollment	30
FERPA	32
Final Exams And Major In Course Assessments	32
Grade Appeals	33
Incomplete Work	34
Involuntary Withdrawal Policy	34
Midterm Status Reports	36
Petitions And Exceptions	37
Petition For Readmission	37
Petition For Retroactive Academic Relief	38
Requirements And Eligibility For Graduation And Continuation To The Atlanta Campus Of Emory University	39
Schedule Adjustments	40
Sealed Records	42
Grade Point Scale	42
Student Complaints	42
Voluntary Medical Withdrawal & Leave Of Absence (Vmw & Loa) Policy	43
Academics, Programs, And Opportunities	48
Academic Advisers	48
New Student Orientation	48
Academic Load And Credits	48
General Education Program Requirements	49
Blue Plan Requirements	49

Exploration Courses	49
Expression & Communication	49
Belonging & Community	50
Experience & Application	50
Success at Emory	50
Gold Plan Requirements	50
First-Year Writing Requirement	50
Continuing Writing Requirement	50
Race And Ethnicity Requirement	50
Distribution Requirements	50
Arts At Oxford	52
Internships	52
Learning To Lead	53
Lyceum	53
Oxford Studies	53
Pierce Program In Religion	53
Religious And Spiritual Life At Oxford College	54
Study Abroad And Travel Courses	54
Student Research Opportunities	55
Academic Divisions At Oxford College	57
History And Social Sciences	57
Humanities	57
Natural Science And Mathematics	57
Physical Education	57
Oxford College Course Descriptions	58
Educational Resources	99
Counseling And Career Services	99
Department Of Accessibility Services	99
Information Technology Facilities	99
Libraries	100
Mathematics Center	101
Multilingual And English Language Learners	101
Parking Rules And Regulations—Student Vehicle Registration	101
Residential Education And Services	101
Student Health Services	102
Supplemental Instruction	102
Writing Center	102
Oxford College Code Of Conduct	103
Philosophy And Purpose	103
Authority And Coverage	103
Expectations Of Conduct	103
Honor And Ethics	104
Respect And Consideration	104
Responsibility And Accountability	104
Trustworthiness And Honesty	105
Student Conduct Procedures	105
Procedures Of The Boards And Councils	106
Hearing Bodies	107
Appointments	108
Student Rights	108
Faculty And Staff Advisers	108
Administrative And Educational Sanctions	109
Personal Performance Record	110
Appeals	111
Definitions	111
Notices	112
Conduct Flowchart	114
Oxford College Honor Code	115
Undergraduate Academic Honor Code	119
Membership and Appeal Panel	119
Reporting Cases	120
Procedural Overview And Resolution Options	120

Procedures And Process - All	121
Procedures And Process - Specific	123
Appeals.....	126
Special Provisions	126
Miscellaneous	127
Appendices	129
Trustees, Administration, And Faculty	133
Emory University Board Of Trustees	133
Emory University President And Leadership Council	133
Dean’s Council—Oxford College	134
Board Of Counselors—Oxford College	134
Oxford College Alumni Association	138
Oxford College Faculty	140
Staff	149

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 one thousand 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 is unique. Students spend two years in an intimate, challenging, and supportive community where they develop as scholars and as individuals before moving on to a rich research university environment at Emory. For many students, it is the perfect combination.

Oxford 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. In their third and fourth years, they join their classmates on the Atlanta campus to focus on their majors and complete their baccalaureate degree with 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 through in-class discussion and debate, problem-based learning, case studies, individual and team research projects and presentations, frequent writing, and detailed analysis of texts. A consistent theme throughout is to compel students to become engaged, active learners so 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 various courses. These teaching strategies are possible because of Oxford's small classes and the faculty's commitment to working with individual students.

All Oxford students live on campus, and residential life is an integral part of the Oxford educational program and experience. Clubs, varsity and intramural sports, student theatrical and musical productions, 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 caring and serve the Newton County community through Volunteer Oxford, the Pierce Leadership program, and extensive use of community engaged learning in classes. One of Oxford's special characteristics is the ethnic, racial, socioeconomic, and geographic diversity of its students. The closeness of the Oxford community means that students learn 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 four hundred friends.

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, doctorate, and professional degrees. Emory University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Emory University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

EMORY UNIVERSITY MISSION STATEMENT

Emory University's mission is to create, preserve, teach, and apply knowledge in the service of humanity.

To fulfill this mission, the university supports teaching from the undergraduate to the advanced graduate and professional levels, and scholarship from basic research to its application in public service. As a comprehensive research university, Emory's academic programs span a great range from arts and sciences to business, law, theology, and the health professions. These different fields of study are knit together by robust interdisciplinary programs and a core devotion to liberal learning.

The Emory community is open to all who meet its high standards of academic excellence and integrity. The university welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is critical to advancing knowledge. Emory is committed to opening disciplinary boundaries and supporting interdisciplinary research and teaching from a global perspective. Along with



this, Emory strives to create a community characterized by respectful and mutually supportive interaction among faculty, students, staff, and the wider world.

In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the university aims to imbue scholarship at Emory with a commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff; open disciplinary boundaries that encourage integrative teaching, research, and scholarship; a commitment to use knowledge to improve human well-being; and a global perspective on the human condition.

OXFORD COLLEGE 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 where students work closely with each other and faculty. 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 complete their studies.

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 Calendar 2023–2024

FALL SEMESTER 2023

AUGUST

August 23	Wednesday	First Day of Classes
-----------	-----------	----------------------

SEPTEMBER

September 4	Monday	Labor Day Holiday – No Classes
September 6	Wednesday	Add/Drop/Swap Ends for Fall 2023 Courses
September 26	Tuesday	Extended drop deadline for Fall 2023 courses

OCTOBER

October 6	Friday	Midterm Status Reports Due
October 9-10	Monday-Tuesday	Fall Break
October 11	Wednesday	Grading Basis (S/U) Change Deadline
October 11	Wednesday	Partial Withdrawal Deadline (without penalty)
October 12	Thursday	Date of Record for Reporting Enrollment
October 30	Monday	Spring 2024 Course Registration Begins
October 31	Tuesday	Fall 2023 Degree Application Deadline

NOVEMBER

November 10	Friday	One-Time Extended Withdrawal Deadline- First Year Only
November 22-24	Wednesday-Friday	Thanksgiving Break

DECEMBER

December 5	Tuesday	Last Day of Class Fall 2023
December 6	Wednesday	Reading Day
December 7-8, 11-13	Thursday-Friday, Monday-Wednesday	Final Exams
December 16	Saturday	End of Term

SPRING SEMESTER 2024 *(Subject to Change)*

JANUARY

January 15	Monday	Martin Luther King Holiday- No Classes
January 17	Wednesday	First Day of Classes
January 30	Tuesday	Add/Drop/Swap Ends for Spring 2024 Courses

FEBRUARY

February 16	Friday	Spring 2024 Degree Application Deadline
February 28	Wednesday	Midterm Status Reports Due

MARCH

March 1	Friday	Grading Basis (S/U) Change Deadline
March 1	Friday	Partial Withdrawal Deadline (without penalty)
March 4	Monday	Date of Record for Reporting Enrollment
March 11-15	Monday-Friday	Spring Break

APRIL

April 29	Monday	Last Day of Class Spring 2024
April 30	Tuesday	Reading Day

MAY

May 1	Wednesday	Reading Day
May 2-May 8	Thursday-Friday, Monday- Wednesday	Final Exams
May 11	Saturday	End of Term
May 11	Saturday	Commencement

SUMMER SEMESTER 2024 (*Subject to Change*)

MAYMESTER

MAY

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

REGULAR SESSION

MAY

May 15	Monday	First Day of Classes
May 19	Friday	End of Add/Drop/Swap
August 7	Wednesday	Last Day of Classes
August 8-9	Thursday-Friday	Final Exams

FIRST SESSION

MAY

May 17	Friday	First Day of Classes
May 21	Tuesday	End of Add/Drop/Swap
May 27	Monday	Memorial Day

JUNE

June 19	Wednesday	Juneteenth Holiday
June 26	Wednesday	Last Day of Classes
June 27-28	Thursday-Friday	Final Exams

SECOND SESSION

JULY

July 1	Monday	First Day of Classes
July 4	Thursday	Independence Day Holiday
July 5	Friday	End of Add/Drop/Swap
July 5	Friday	Summer 2024 Degree Application Deadline

AUGUST

August 7	Wednesday	Last Day of Classes
August 8-9	Thursday-Friday	Final Exams
August 9	Friday	End of Summer 2024

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: English 4, Mathematics (including Algebra II) 4, Foreign language 2, Social studies 3, Laboratory sciences 3.

The global Coronavirus pandemic continues to impact the availability of SAT and ACT testing for many students. For this reason, Emory University has extended its test optional policy for applicants who plan to enroll as first-year students in Fall 2023. If submitted, test scores will be reviewed as a demonstration of the applicant's academic preparation (SAT: Oxford College code number 5186, ACT: Oxford College code number 0815). Emory University accepts the Common Application or QuestBridge Application. You may find the link to these applications at apply.emory.edu.

APPLICATION PROCEDURE

Application Fee

A nonrefundable processing fee of \$75 must accompany each completed application, unless paid by a fee waiver.

Admission Plans

There are three options for admission plans under which one can apply to Oxford College of Emory University, which include Early Decision I, Early Decision II, and Regular Decision.

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 deadline date.

Regular Decision

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

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

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 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 nonrefundable deposit of \$555 is required by the stated deadline for Early Decision (January 15 for ED I and March 1 for ED II) or for Regular Decision by May 1. This will apply toward the first semester's fees.

Financial Information

EXPENSES

Basic Cost

Basic expenses for the academic year 2023-2024 are approximately \$39,527 per semester (tuition, fees, housing, and food). The student should allow additional funds for such expenses as books, laundry, personal items, and entertainment.

Tuition

The 2023-2024 semester tuition charge of \$29,960 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 \$2,497 for each semester hour. This charge does not include medical and health service. 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.

Housing and Food

The 2023-2024 cost of housing and food averages \$5,173 for housing and \$3,967 for food 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

Grants, loans, and on-campus employment tailored to individual need is available. Oxford works to combine scholarships, grants, and part-time employment with parental assistance to help students do their best work without financial strain.

A student must reapply for financial aid by the published 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 the Atlanta campus for their junior and senior years can expect to receive the same percentage of tuition in need-based aid that they received at Oxford.

Need-based grants are administered for an academic year, provided the student is not placed on academic probation for two consecutive semesters. Federal regulations require that students receiving financial aid 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. Academic records will be evaluated each semester. 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 (97 maximum attempted credit hours based on a 65-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.

Emory University uses both the College Scholarship Service Profile (CSS Profile) and the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid for incoming students. 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.org and studentaid.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 financial aid 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 packages for entering students with complete financial aid files are available 48 to 72 hours after the admission notification is made available. Financial aid packages for returning and continuing students will be available in the summer. Returning and continuing students are only required to complete a FAFSA for financial aid, not a CSS Profile.

Only applicants who have been accepted for admission or who already are enrolled will be packaged for financial aid. Please view all financial requirements at studentaid.emory.edu.

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

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

ACADEMIC SCHOLARSHIPS

Academic scholarships are awarded solely on the basis of academic and personal merit. Academic scholars placed on Honor or Conduct Council probation for the first time will lose their scholarships permanently. All scholars are expected to remain enrolled on the Oxford campus for four semesters.

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

Robert W. Woodruff Scholars

The Robert W. Woodruff scholarships for full tuition, room, board, and fees, are awarded annually for those 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 3.2 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. Oxford Woodruff Scholars join the Emory College scholars when they matriculate to Atlanta.

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 3.2 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.

Liberal Arts Scholar

These scholarships range from \$10,000 – half tuition 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. Up to 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.

Dean's Achievement Scholarship

The Dean's Achievement Scholarship process allows rising sophomores in Emory College and Oxford College to apply for a variety of merit scholarship awards. Emory and Oxford Colleges award multiple Dean's Achievement Scholarships of varying amounts and durations, ranging from one-time awards of a few thousand dollars up to renewable awards that cover full tuition and fees.

Sammy Clark Scholarship

Established in 2005 by alumni and friends to honor Reverend Sammy Clark, Oxford College chaplain from 1982 to 1999, this \$5,000 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

Methodist Ministerial Scholarships

Sons or daughters of active United Methodist Ministers or missionaries may receive a scholarship of 45 percent of current tuition. Application forms may be obtained from the Oxford Financial Aid Office and the minister must meet the criteria of being included in one of the United Methodist Conference Journals.

Courtesy Scholarships

Emory offers a Courtesy Scholarship program for continued educational development for employees, their spouses or same-sex domestic partners, and children. Courtesy Scholarship information may be obtained from Emory Human Resources or on Emory's Human Resources website under Benefits.

Georgia Tuition Grant/Georgia HOPE Scholarships

All students must complete a FAFSA application to be eligible for these awards. A state grant is available to each legal resident of Georgia who attends a private college in the state and takes a minimum of twelve semester hours. Formal application for

this grant must be made through gafutures.org. The amount of the grant varies each year. The Financial Aid Office at Oxford will have information on funding amounts each summer.

Georgia HOPE Scholarships are available for each entering student designated by his or her high school as a HOPE Scholar and each returning student maintaining a grade-point average of at least a 3.0. Zell Miller recipients must maintain a 3.3 GPA while in college.

STUDENT EMPLOYMENT, LOANS, AND VETERAN'S BENEFITS

Information concerning part-time student employment jobs on campus, loan funds available to students, or financial benefits available to veterans or their dependents may be obtained from the Financial Aid Office, Oxford College, 801 Emory Street, Oxford, Georgia 30054 oxfinaid@emory.edu or studentaid.emory.edu.

DEPARTMENT OF VETERANS AFFAIRS PENDING PAYMENT RIGHTS

In compliance with Title 38 United States Code Section 3679(e) Emory University adheres to the following provisions for any student(s) that are/is considered "a covered individual" who are using Chapter 33 Post 9/11 GI Bill, or Chapter 31 Vocational Rehabilitation and Employment, U.S. Department of Veterans Affairs benefits:

the University **will not**:

1. Prevent the student's enrollment in classes
2. Assess a penalty fee (late fees, administrative fees) due to delayed disbursements from the Department of Veterans Affairs under Chapter 31 or Chapter 33
3. Deny access to any school resources, classes, libraries, or other institutional facilities that are available to other paid students
4. Require the student to borrow additional funds for the length of time these provisions are applicable.

The university will require students to provide the following documents to be considered a "covered individual":

- An official "Certificate of Eligibility", or "Statement of Benefits" from the VA website or [ebenefits](http://ebenefits.va.gov) [Chapter 33] or a VAF 28-1905 [Chapter 31] on or before the first day of class for the semester.
- A completed Veterans Enrollment Certification Student Data Form (<http://www.registrar.emory.edu/includes/documents/sections/recordstranscripts/VeteransEnrollmentDataInformation.pdf>)
- Any additional documentation required to ensure proper certification of benefits
- Having met all requirements, the Department of Veterans Affairs will provide the university with payment ending on the earlier of either:
 - The date on which payment from VA is made to the institution,
 - Ninety (90) days after the date the institution certified tuition and fees

Any difference in the amount of the student's financial obligation to the university and the amount the student is eligible to receive from the Department of Veterans Affairs may incur an additional fee, or payment/payment arrangement may be required to cover the difference.

Please note that all eligibility documents must be submitted to the School Certifying Official in the Office of the University Registrar. Instructions for submission of this paperwork can be found at the website below:

<http://www.registrar.emory.edu/registration/veterans-education-benefits.html>

NAMED SCHOLARSHIPS

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 Woodruff 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.

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
5. For Spring Start students only, mobility credit

Undergraduate students must submit all recognized test scores or official transcripts from previous institutions by the end of their first semester of Emory.

For students entering Oxford Fall 2024 or later:

First-time entering Oxford College students can receive a combined total of 18 credit hours granted from the list below. A maximum of 8 of these hours may be used toward Oxford College Associate of Arts degree requirements.

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***
5. ***For Spring Start students only, mobility credit***

Credits outside of Emory University may be used to satisfy the First Year Writing Requirement as well as one (1) Intercultural Communication Requirement. Other credits outside of Emory University may be used to satisfy academic credit requirements and can be used as pre-requisites for more advanced classes, but will not satisfy General Education Requirements.

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 prerequisite for courses that require MATH 111 or MATH_OX 111 as a prerequisite.
2. Students will receive 3 credit hours for each accepted test score, 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 use AP and IB credits to satisfy the First Year Writing Requirement as well as one (1) Intercultural Communication Requirement. Other AP/IB credits may be used to satisfy academic credits (up to 12 total AP/IB credits) and can be used as pre-requisites for more advanced classes, but they will not satisfy General Education

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 prerequisites for more advanced courses. Waivers (acceptable scores beyond 12 credits) will not fulfill GER requirements.

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 recognized 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 prerequisites and allow advisors to understand students' preparation for more advanced courses. While waivers will fulfill pre-requisites and allow for placement in higher level courses, they will not fulfill GER requirements.
6. Test score information must be sent to Oxford College directly from the organization issuing test scores and must be received by the end of a student's first semester at Emory. Scores received after the student's first semester will not be reviewed nor accepted.
7. Transient study policies are set separately from these policies.

For students entering Oxford Fall 2024 or later:

As noted in the "General Guidelines" section, a maximum of 8 credits from outside of Emory may be applied to the Oxford Associate of Arts degree requirements. Up to 12 test credits can be applied to the student's bachelor's degree requirements upon continuation to the Atlanta campus after graduating from Oxford.

Notes: Credit is awarded for Higher Level exams only.

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 AP and 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.

The Advanced Placement examination can be used to satisfy General Education Program Requirements in accordance with college policy. Whether such credit shall apply to Oxford's distribution requirements and the General Education Program Requirements is a determination made by the faculty in the discipline granting the credit. AP scores must be received by the end of the first semester of the first year. Scores should be sent directly to Oxford College, Registrar's Office, 801 Emory Street, Oxford, Georgia 30054 from AP Services, P. O. Box 6671, Princeton, New Jersey 08541-6671. AP code for Oxford College is 5186. Phone 609.771.7388 or 888.225.5427; email address: apexams@info.collegeboard.org; web address: <https://apscore.collegeboard.org/scores>.

INTERNATIONAL BACCALAUREATE (IB)

For all IB language courses, it must be determined whether 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 and Literature (Language A) courses outside their native language may also receive credit.

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.

Oxford College will grant up to twelve hours of credit for IB scores of five, six, or seven on the higher-level examinations. Students may not receive IB credit in a discipline if AP credit has been granted. No credit will be allowed for subsidiary-level examinations. IB scores must be received by the end of the first semester of the first year. Scores should be sent to Oxford College, Registrar's Office, 801 Emory Street, Oxford, Georgia 30054 from International Baccalaureate Americas Global Centre, 7501 Wisconsin Avenue, Suite 200 West, Bethesda, Maryland 20814. Phone: 301.202.3000; Fax: 301.202.3003; Email: iba@ibo.org; Skype: IN Americas; web address: ibo.org.

For students entering Oxford Fall 2024 or later:

As noted in the “General Guidelines” section, a maximum of 8 credits from outside of Emory may be applied to the Oxford Associate of Arts degree requirements. Up to 12 test credits can be applied to the student’s bachelor’s degree requirements upon continuation to the Atlanta campus after graduating from Oxford.

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.

For students entering Oxford Fall 2024 or later:

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 54 credit hours to be completed in residence at Oxford College. As noted in the “General Guidelines” section, a maximum of 8 credits from outside of Emory may be applied to the Oxford Associate of Arts degree requirements.

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.

CROSS-REGISTRATION: 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 should not 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 3.5 or better to be eligible to take courses at Emory College. Students are normally 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 preregistration for the relevant semester.

SUMMER SCHOOL: EMORY’S ATLANTA CAMPUS.

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 online and in-person.

Students interested in taking courses offered through Emory’s Summer School must consult with and receive permission from the Advising Support Center. The Advising Support Center will review course eligibility, academic placement, 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 Discovery Seminars, and the Milestone Project), cannot be taken through Emory College Summer School. These courses are only offered at Oxford College.

Summer School courses can 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 preregistration permission forms can be found on the [Oxford College Office of the Registrar website](#).

Oxford students are limited to no more than 2 courses (fewer than 8 credits) per six-week session.

Students who have not completed at least one regular semester of degree-seeking or dual enrollment study at Oxford College or Emory College 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.

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 Advising Support Center, 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 Advising Support Center, and must not be on academic probation.

Since permission depends upon approval of the intended courses, students should contact the Advising Support Center well before the end of the spring semester to obtain a transient application form. The transient application form, which requires a syllabus for the course(s) a student is planning on taking through transient study, can be found on the Oxford College Office of the Registrar website. A \$100 nonrefundable application fee will be charged to the student's account after they submit their first transient study application. 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 Domestic Transient Study 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.

For students entering Oxford Fall 2024 or later:

After matriculation at Oxford College, permission to earn credit for work at another institution within the United States may be sought by students with specific coursework goals they may not fulfill during the regular academic year. Both domestic and international first-year students who wish to take summer classes elsewhere in the United States or abroad must prepare a narrowly tailored plan for academic work, secure permission by meeting with the Oxford College Advising Support Center between February 15 and April 15, and must be in good standing. International students must also secure permission from Education Abroad. Syllabus materials submitted after May 15, as well as insufficient materials, may not be reviewed. Limited exceptions to these deadlines may be made for students with withdrawn or failed spring coursework.

Credits outside of Emory University may be used to satisfy the First Year Writing Requirement as well as one (1) Intercultural Communication Requirement. Other credits outside of Emory University may be used to satisfy academic credit requirements and can be used as pre-requisites for more advanced classes, but will not satisfy General Education Requirements.

Transient study is only approved for the summer between the first year and sophomore year of study at Oxford. 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 maximum of 8 of these hours may be used toward Oxford College Associate of Arts degree requirements.

Oxford College students may earn post-matriculation credits outside of Emory University from a single accredited institution of higher education. Students may not combine transient study as well as Emory College of Arts and Sciences summer school. Students for whom this presents a hardship should include in their narrowly tailored plan for academic work a request for a formal exception to this policy.

Enrollment in at least a three-semester hour or a five-quarter hour course is required. No partial credit will be awarded. No fully asynchronous courses will be approved. All classes must be taken for a letter graded basis, and students must earn a grade of "C" or better; credits will post as "T" values with no grade points. All work must be formally transcribed for dates beginning no earlier than May 1 and ending no later than August 31.

For credit to be received, an official transcript must be received in the Oxford College Registrar's Office by October 1 of the year approved courses were taken.

For more information and forms for transient study, please see Domestic Transient Study on the [Oxford College Registrar's website](#).

MOBILITY CREDIT

Mobility Credit gives Oxford College Spring Start students the opportunity to receive credit for up to two classes (8 credits in all) toward their Oxford College degree while enrolled part-time as a guest/ non-degree seeking student at another accredited institution during the fall semester before their start at Oxford.

Mobility Credit requires pre-approval. The benefit to the student is the certainty of how specific courses taken at another accredited institution will appear on their Emory transcript. When a student takes and passes the specific course for which credit was designated with a "C" grade or better and ensures a transcript of that work is sent to Oxford by the posted deadline, the student can be sure that credit will be posted to their Oxford/Emory transcript.

Mobility Credit applications open on June 15, with a priority review date of August 10 and a late review date of September 10. For credit to be received, an official transcript must be received in the Oxford College Registrar's Office by January 10 after the fall semester in which the courses were taken. All classes must be taken on a letter graded basis, and students must earn a grade of C or higher to receive credit.

Note: Enrolling in another institution as degree-seeking will forfeit a student's Oxford admission status and enrollment deposit.

For students entering Oxford Fall 2024 or later:

Mobility Credit gives Oxford College Spring Start students the opportunity to receive credit for up to two classes (8 credits in all) toward their Oxford College degree while enrolled part-time as a guest/ non-degree seeking student at another accredited institution during the fall semester before their start at Oxford.

Credits outside of Emory University may be used to satisfy the First Year Writing Requirement as well as one (1) Intercultural Communication Requirement. Other credits outside of Emory University may be used to satisfy academic credit requirements and can be used as pre-requisites for more advanced classes but will not satisfy General Education Requirements.

Mobility Credit requires pre-approval. Spring Start students must prepare a narrowly tailored plan for academic work and secure permission by meeting with the Oxford College Advising Support Center between May 15 and July 15.

Mobility Credit applications open on June 15, with a priority review date of August 10 and a late review date of September 10.

Enrollment in at least a three-semester hour or a five-quarter hour course is required. No partial credit will be awarded. No fully asynchronous courses may be approved. No courses taught for a duration shorter than six weeks may be approved. All classes must be taken on a letter graded basis, and students must earn a grade of "C" or better; credits will post as T values with no grade points. All work must be formally transcribed for dates beginning no earlier than August 15 and ending no later than December 31.

For credit to be received, an official transcript must be received in the Oxford College Registrar's Office no later than January 10 after the fall semester in which the courses were taken.

Note: Enrolling in another institution as degree-seeking will forfeit a student's Oxford admission status and enrollment deposit.

ATL Bound—Atlanta Campus of Emory University: Academic Pathways

Emory University

From its founding in 1836, Emory has grown into a national teaching, research, and service center with an enrollment of 15,864. 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.

Emory University's mission is to create, preserve, teach, and apply knowledge in the service of humanity. To fulfill this mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction.

The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the University.

In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory with

- A commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff;
- Open disciplinary boundaries that encourage integrative teaching, research, and scholarship;
- A commitment to use knowledge to improve human well-being; and
- A global perspective on the human condition.

The University, founded by the Methodist Episcopal Church, cherishes its historical affiliation with the United Methodist Church. While Emory's programs are today entirely nonsectarian (except for those at the Candler School of Theology), the University has derived from this heritage the conviction that education can be a strong moral force in both society and the lives of its individual members.

Emory is expanding its international programs and opportunities to rise to the challenge of globalization. This effort underscores the University's conviction that a liberal arts education in the twenty-first century must embrace global perspectives and enhance cross-cultural understanding. Emory is committed to training its students to pursue their professions and live their lives in a world that is fast becoming a global neighborhood. Emory College requires courses on foreign language and international and comparative issues; the other schools have strong international and global components in their curricula. A growing number of international scholars are teaching and conducting research at Emory; professors from Emory are pursuing scholarly research and service abroad, and their students gain from their experiences, insights, and broadened perspectives. The enrollment of international students is rising. Emory faculty and students are participating in The Carter Center action programs in developing countries. Mutually beneficial linkage agreements with foreign universities present challenging opportunities. Substantial new funding is stimulating exciting initiatives in global education.

Emory offers a variety of study abroad opportunities through exchange agreements, Emory study abroad programs, and programs run by other institutions. While earning direct Emory credit in most academic disciplines, students can study in most parts of the world, including: Argentina, Australia, Austria, Bolivia, Botswana, Brazil, Chile, China, Costa Rica, Czech Republic, Egypt, France, Germany, Greece, India, Israel, Italy, Japan, Kenya, Korea, Namibia, Portugal, Russia, South Africa, South Pacific, Spain, Turkey and the United Kingdom. The Office of International and Summer Programs advises students about studying abroad and works with college faculty to develop and administer academic year, semester, and summer study abroad programs designed specifically for Emory undergraduates.

Among the centers for specialized research and study at Emory are the Graduate Institute of the Liberal Arts; The Carter Center of Emory University; the Emory Center for International Studies; the Center for Ethics in Public Policy and the Professions; the Center for Research in Faith and Moral Development; and the Michael C. Carlos Museum. Independent affiliates include the National Faculty of Humanities, Arts, and Sciences and the Georgia Humanities Council.

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. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Emory University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

EMORY COLLEGE PROGRAM OF STUDY

Academic Departments and Programs

African American studies; African studies; American Studies; Ancient Mediterranean Studies; Anthropology; Arabic; Art History; Biology; Chemistry; Chinese; Classics; Comparative Literature; Computer Science; Creative Writing; Dance; East Asian Studies; Economics; English; Environmental Sciences; Film and Media; French and Italian studies; German Studies; History; Human Health; Jewish studies; Latin American and Caribbean studies; Linguistics; Mathematics; Medieval Studies; Middle Eastern and South Asian studies; Music; Neuroscience and Behavioral Biology; Philosophy; Physics; Political Science; Psychology; Quantitative Theory and Methods; Religion; Russian and East European Studies; Sociology; Spanish and Portuguese; Theater and Dance; Women's, Gender, and Sexuality Studies

Please find a full list of Emory College majors and minors at <https://apply.emory.edu/academics/majors-minors.html>.

ENGINEERING & NURSING DUAL-DEGREE PROGRAMS

Emory College offers dual-degree programs that allow students to pursue study in either arts or science at Emory and engineering at the Georgia Institute of Technology or the Nell Hodgson Woodruff School of Nursing. In this way, students receive a well-rounded liberal arts background from one of the best colleges in the US, while also taking engineering and nursing courses from one of the nation's premier universities.

ENGINEERING DUAL DEGREE PATHWAY

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.

The Dual Degree program gives Emory undergraduates the opportunity to study in one of our liberal arts programs, or at the Goizueta Business School, before continuing on to Georgia Tech. Students can complete a major in any subject offered by Emory College or Goizueta Business School while completing the required pre-requisites for one of the programs offered through Georgia Tech.

The Dual Degree program is not an official major at Emory. Rather, it is an academic opportunity for undergraduate students with an interest in Engineering to pursue bachelor's degrees at both Emory and Georgia Institute of Technology (Georgia Tech).

The minimum amount of time to complete both degrees is 5 years; however, the length of the program could take longer depending on the student's academic interests and studies. The program is sequential, and students will receive a degree from each institution upon completion.

NURSING DUAL DEGREE PATHWAY

The Dual Degree Program in Nursing allows students to combine a liberal arts education with a nursing degree from Emory University. The participating student will attend Emory College of Arts & Sciences for three years and the Nell Hodgson Woodruff School of Nursing (NHWSN) at Emory University for two years. Upon completion of the academic requirements of both schools, the student will receive a Bachelor of Arts or Science (BA or BS) degree from Emory College of Arts and Sciences



and a Bachelor of Science in Nursing (BSN) degree from the Nell Hodgson Woodruff School of Nursing. Both degrees will be conferred by Emory University.

Advisors in Pre-Health Advising will help students plan a course of study that fulfills the Nell Hodgson Woodruff School of Nursing prerequisites, and all the requirements for the BA/BS degree to be awarded by Emory College.

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 matriculation to the BBA program.

Matriculation to the BBA program is achieved by a criteria-based declaration. Students who successfully complete the BBA Prerequisites, engage in diverse extracurricular involvement will be able to declare their intent to matriculate in the semester prior to enrolling in the BBA Program. The declaration deadline for Spring admission is in late September and the deadline for Fall admission is in early February. Exact deadlines will be posted to the pre-BBA information site at <https://emory.sharepoint.com/sites/GBS-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.

While students who meet the 3.3 GPA criteria will automatically be matriculated, students who fall below this benchmark will have opportunity for further consideration through the submission of supplemental materials alongside their intent to matriculate form. 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.

Students exploring the BBA program should contact the Assistant Director for Goizueta @ Oxford, to learn more about the program. Their office is conveniently located at the Oxford campus, where they will offer information sessions and on-campus advising. Oxford College students are encouraged to participate in these on-campus sessions to review their progress towards matriculation to the BBA program. Additional information regarding the BBA curriculum and admission are available on the pre-BBA information site at <https://emory.sharepoint.com/sites/GBS-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)
 - ✓ Statistics Competency- satisfied by QTM 100, QTM 110, MATH 117, Econ 220, AP Statistics credit or the BBA Statistics Bootcamp and waiver.
 - ✓ BUS 350- Data and Decision Analytics- Statistics competency must be achieved before taking this course.
 - ✓ ACT 200 – Accounting the Language of Business- Not required for matriculation but recommended in your first 4 semesters or prior to matriculating to the Business School.
 - ✓ Continuing Communication course
- Academic Tips:
 1. 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).
 2. 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 the Assistant Director for Goizueta @ Oxford first to determine the potential impact.
 3. 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.
4. Balance your pre-requisite work across semesters, there is no urgency to take them all at one time.

NELL HODGSON WOODRUFF SCHOOL OF NURSING

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

Visit for more details, <http://www.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.

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:

- QTM 100
- NRSB 201 (with laboratory)
- NRSB 202 (with laboratory)
- NRSB 205 Microbiology (with lab)
- NRSB 207 Clinical Nutrition
- CHEM 150 (with laboratory)
- 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 PE 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 the First-Year Writing Requirement, Continuing Communication Requirement, and Physical Education (PE) course requirement. Information about these specific requirements related to the Oxford College General Education Program can be found at oxford.emory.edu/academics/resources_support/gep.html.

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

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.

RESIDENCY AND ALLOTTED TIMEFRAME FOR DEGREE COMPLETION

The Oxford College academic program is designed for completion in two years, consisting of 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 two years of regular, sequential fall and spring semesters.

Students needing an additional semester beyond five 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.

For students entering Oxford Fall 2024 or later:

All students must complete a minimum of 54 credits while enrolled at Oxford College, the final eight (8) of which must be taken at Oxford College or Emory University Summer School.

Academic Policies and Regulations

ADMINISTRATION OF CURRICULUM

Academic policies of the college are discussed by the Academic Policy and Planning Committee and voted on by the faculty.

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 plus-minus grading system, a four-point scale may be used; faculty members will so state in their course syllabus.

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.

Satisfactory/Unsatisfactory Option

A student may elect to take up to two courses on the Satisfactory/Unsatisfactory grading basis during their tenure at Oxford College. The two courses may account for up to ten of the total credit hours required for graduation from Oxford College. Lecture courses with corresponding yet separately credited labs will be treated as a single course in the application of this policy. A grade of D or better shall be considered as meeting the satisfactory requirement. S/U grades shall not be counted in computing the grade-point average. The grade of Satisfactory carries full academic credit; the grade of Unsatisfactory carries no academic credit.

The grading basis of a course may not be changed after 4pm on the Friday of the sixth full week of class after the Add/Drop/Swap period.

No course taken on an S/U basis may be used to satisfy general education requirements. Courses taken on an S/U basis may be used to satisfy pre-requisites for subsequent coursework. Most majors and minors in Emory College do not accept any S/U grades to fulfill their requirements, though Emory College permits departments to accept one S/U course if they wish. A student contemplating changing their grading status in a course required for a potential major to SU should consult with the relevant ECAS Director of Undergraduate Study to confirm the departmental policy on S/U courses for the major or minor.

Courses in which an honor council sanction has been applied may be required by sanction to have a letter grade recorded, except for those courses graded exclusively on an S/U basis.

Courses taken through the ARCHE program, with the exception of ROTC, as well as courses for which retroactive academic relief is granted, do count toward the two course/ten-hour limit. Courses taken during a student's Oxford College career do count toward the Emory College limit on S/U hours permitted toward Emory College of Arts and Sciences degree requirements.

Students may use up to 8 hours of ROTC credit to satisfy Oxford College degree requirements.

MLP 101, LTL 100, LTL 200, and ILA sidecar courses, which are graded exclusively on an S/U basis, as well as transfer and transient credit, do not count toward the two course/ten-hour limit at Oxford or the limit at Emory College.

Students may petition for repetition of courses, as per Oxford College catalog policy. The grade for both the original course and the second instance of the repeated course will appear on the transcript. No credit toward degree requirements will be received for the second instance of the repeated course.

The Satisfactory/Unsatisfactory option is not applicable to prerequisites courses required by the Goizueta Business School or the Nell Hodgson Woodruff School of Nursing, nor is it applicable to any courses offered by the Business or Nursing schools.

ACADEMIC HONORS

Dean's List

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

Phi Eta Sigma

The Oxford College chapter of Phi Eta Sigma, a national honor society for first-year students, acknowledges outstanding scholastic achievement with a goal 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 in the top 20% of the class based on their fall semester GPA and meet any other chapter requirements.

ARCHE & ROTC REGISTRATION

With permission of the Advising Support Center (ASC) and the faculty advisor, full-time students in good standing may enroll in courses offered by any of the member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE), if the courses are not offered at Emory.

Students receive credit only, not grades, for these courses as part of their academic record at Emory. For courses taken under the quarter system, the credit hours are converted to semester credit hours at Emory. Courses taken through the ARCHE program count towards the limit of satisfactory/unsatisfactory courses that may be used towards the degree requirements.

Students may use up to 8 hours of ROTC credit to satisfy Oxford College degree requirements. Information and applications are available at the Registrar's website: www.emory.edu/Registrar

Deadlines for ARCHE applications: July 15 for fall ARCHE applications and November 15 for Spring Semester. Emory does not permit ARCHE applications for summer.

PE WAIVER FOR ROTC PARTICIPANTS, MILITARY SERVICE MEMBERS, AND VETERANS

Students who participate in the Reserve Officer Training Corps program or who are military service members or veterans (either of the United States or other nations) honorably discharged (or its equivalent) may receive a waiver from the Physical Education General Education Requirement for Oxford College. The purpose of the waiver is to assist military and veteran students in completing their degrees without requiring them to duplicate their efforts, given the significant focus the military places on physical preparation. Students with these waivers will be required to complete 65 total credit hours for graduation.

ROTC students may request a waiver from the PE requirements after completing their first year in the ROTC program. Military service members and veterans may request a waiver from the PE requirements once they enroll in Oxford College. ROTC students, service members or veterans should request this waiver from the Advising Support Center, who will collect any necessary documentation. ASC will then enter an exception in the Degree Tracker and create a note in the student's record that the PE waiver was granted.

CLASS ATTENDANCE

Attending class—regularly, in-person, and in Oxford's physical classrooms/ teaching spaces—is a fundamental premise of Oxford College's academic program. Students unable to regularly and routinely attend classes in-person for any reason must contact the Oxford Advising Support Center and consult the Voluntary Medical Withdrawal and Leave of Absence policy outlined in this catalog.

The faculty expects regular attendance in all courses and permits individual faculty to set attendance policies for their courses. While online instruction may be offered sporadically due to public health or other exigencies, extended online instruction is not permissible.

Faculty are expected to outline their attendance policies in the course syllabus, 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 Department of Accessibility Services (DAS) 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 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.

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, DAS, 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.

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: www.religiouslife.emory.edu/faith_traditions/holidays.html

CONTINUATION, NOTIFICATION, WARNING, EXCLUSION, AND 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 do not meet the minimum number of hours passed may be permitted to continue if their cumulative GPA is 3.0 or higher.

Students who meet continuation requirements may continue enrollment during regular semesters but may not be in good standing.

Academic Performance Notification

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 receive an Academic Performance Notification. The Academic Performance Notification 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 Warning

A student whose cumulative grade-point average is less than 2.0 at the end of any grading period automatically receives an academic warning.

Students on warned status 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 warned status 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.

Academic 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.

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.

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 at inside.oxford.emory.edu/academics/registrar/ferpa.html.](https://inside.oxford.emory.edu/academics/registrar/ferpa.html)

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.

FINAL EXAMS AND MAJOR IN COURSE ASSESSMENTS

Students, including students with related accommodations from the Department of Accessibility Services (DAS), 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 DAS 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, DAS

Possible outcomes (illustrative not exhaustive): approved change to the final exam schedule, or denial. Excused absence from an examination, or unexcused.

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 5 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 7 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 senior associate 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, senior associate dean of academic affairs.

Possible outcomes (illustrative not exhaustive): acceptance of appeal with subsequent grade change; denial of appeal with no grade change.

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.

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 Services 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.

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). Contact may be initiated with parents of students receiving three or more midterm status reports.

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

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.

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, 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 diminished 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 1 for spring semester and June 1 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 may 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.

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 led 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.

Students with whom university official(s) discuss Voluntary Medical Withdrawal may be ineligible to request Retroactive Academic Relief in the future. The Readmission & Relief Committee expects to see observable differences in performance level before and/or after the semester for which relief is requested. The Readmission & Relief Committee reserves the right to delay a decision on a petition until grades are available for review.

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 and Petitions for Readmission, including, but not limited to, written personal statements, the submission of supporting documents, including those from healthcare providers, as well as possible imposition of conditions.

The priority deadlines for Retroactive Academic Relief petitions are October 1 for fall semester and March 15 for spring semester. The late application deadlines are November 1 for fall semester and April 15 for Spring semester. Graduating sophomores must submit petitions on or before these deadlines for consideration. Only complete petitions will be accepted.

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 Services 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.

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 65 semester hours of credit (1 PE credits must be included in this minimum for students who started at Oxford College Fall 2023 or later, 2 PE credits for students who began prior to Fall 2023);
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 of Arts and Sciences, 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 the ATL Bound program 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 65 credits to earn the AA <i>*Students entering Oxford Fall 2024 or later must complete a minimum of 54 credits at Oxford</i>	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.

For students entering Oxford Fall 2024 or later:

A minimum of 54 credits must be taken at Oxford College, the final eight (8) of which must be taken at Oxford College or Emory University Summer School

PARTICIPATION IN OXFORD COLLEGE COMMENCEMENT CEREMONY

Oxford College awards degrees three times a year: May, August, and December. However, we host commencement only following the spring semester (May Commencement). To accommodate students who wish to participate in the May Commencement but who do not fall under the normal two-years-to-degree model, the College has established the following set of guidelines:

1. Students seeking to participate with their entering class may be granted "Permission to Walk" with their class if they lack no more than 8 hours of additional coursework or other requirements that can be fully completed the Summer semester immediately following May Commencement.
2. Students canceled from the Graduation List due to unsatisfactory coursework upon graduation certification review will be notified and automatically granted permission to walk in the Commencement Ceremony by the Dean of the College (or designee).
3. Please be aware that when Permission to Walk is invoked, the student will participate in the Commencement exercises but will not receive their diploma. While all names will be read aloud, and all students will walk across the stage, the students should also be aware that their names may not appear in the Commencement Program because of that document's official status. All students who officially receive their degrees in August or December following the Spring Commencement will instead have their names



- printed in the Commencement program the following May.
4. Students participating in travel courses or studying abroad who are planning to graduate and who anticipate that their grades might not be posted by graduation certification review do not need Permission to Walk. These students will be notified and automatically granted permission to walk in the Commencement Ceremony.

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

A student may change courses within the first two weeks of the semester (the Add/Drop/Swap period). After the conclusion of the Add/Drop/Swap period, students may petition to drop a course through the twenty-fifth class day of the semester. A change may be made in the grading basis of a course (letter grade or S/U) through the thirty-third class day of the semester. (See Academic Calendar for specific dates.)

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 (ASC). 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, provided that they maintain a 12-credit hour course load, 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 Advising Support Center (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 Continuing Communication Requirement (CC/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.

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.

GRADE POINT 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.

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.

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. 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.

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 Department of Accessibility Services (DAS).

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 until 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 or an external healthcare provider (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 VMW&LOA. 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 academically 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 the readmission material submission deadline for that semester. 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 disconnect 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.

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 Department of Accessibility Services (DAS). Detailed information on the process for requesting accommodations may be found on the [DAS website](#).

The Readmission & Relief Committee will then make the final determination of whether a student is able to return. The ASC will be in touch with students regarding any applicable 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.

Once a student receives a satisfactory review, the Readmission & Relief Committee will schedule a check-in to review the students' safety and review their plan for sustained health, including recommendations for ongoing treatment, on or off campus, upon the student's 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 Services 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.

Academics, Programs, and Opportunities

ACADEMIC ADVISERS

Every student is assigned a faculty member who serves as that student's academic adviser. At Oxford College, each student's assigned adviser will also teach a Discovery Seminar in their first semester of study. Faculty advisers will also work with students throughout their two years at Oxford and their Milestone Project in their final semester of study. 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. Students will be expected to meet with their advisers to complete their Milestone Project, as well. 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.

Beginning Fall 2024 Milestone Project will be optional for Oxford students. Students will still regularly meet with their assigned faculty advisor and will enroll in a Discovery Seminar with them during the student's first 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.

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 minutes/week. Laboratories for science courses meet for additional hours each week.

To complete an associate's degree program within four semesters and a bachelor's degree program within eight semesters, the average course load for most students is 15 to 17 credit hours per semester. Students must enroll in at least 12 hours for full time enrollment.

Students must enroll in 12 to 19 in any regular semester, with the following exceptions.

- **GRADUATING STUDENTS:** Seniors in ECAS and the BBA program, in their final semester of study, may enroll in fewer than 12 hours or more than 19 hours (but no more than 22 hours) if those hours complete their degree requirements. This requires permission from the academic affairs office in each respective undergraduate school. In Oxford College, students in their fourth and final semester of study may overload if those hours complete their AA requirements. Oxford students who are enrolled beyond their fourth semester of study may enroll in fewer than 12 hours as needed to complete their AA requirements.



- **UNDERLOADS:** Students must enroll in a minimum of twelve credit hours in a regular semester, except for students who have received credit load accommodations from the Department of Accessibility Services (DAS). The academic affairs office in each school may allow a student to drop below 12 hours as a part of a response to exceptional circumstances.
- **OVERLOADS:** Students may petition the academic affairs office of their undergraduate program (OUE in ECAS, ASC in Oxford, Nursing Program Director, and BBA Advising in the BBA program) to overload up to twenty-two (22) credit hours. These petitions will be considered if the student's cumulative GPA is above 3.5, and/or if there are extraordinary reasons for this exception. Students should not expect to be approved for exceptions on a regular basis. Students with outstanding incomplete grades at the start of a semester may not overload.

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.

GENERAL EDUCATION PROGRAM REQUIREMENTS

Blue Plan General Education Requirements (Fall 2023 and beyond)

The following information relates to the Blue GER Plan. Students who began their studies at Oxford College in, or after Fall 2023 will follow these requirements.

Note: Only courses with the new GER tags (noted below) satisfy the Blue GER Plan. Courses which retain GER tags from the Gold plan do not count towards completion of the Blue GER Plan. If you have any questions about which courses satisfy your requirements, please contact the Advising Support Center.

Exploration Courses

Exploration courses ensure that students take courses in a variety of fields, across the liberal arts curriculum. These courses are the foundation of the general education experience, giving students experience in a variety of academic areas at the outset of their studies at Emory, and introducing them to different intellectual approaches, tools, and evidence. Students must complete:

- Humanities and Arts [HA] (1 course)
- Natural Science [NS] (1 course)
- Quantitative Reasoning [QR] (1 course)
- Social Science [SS] (1 course)

Timeframe: All courses in the exploration area must be completed by Oxford graduation.

Expression & Communication

Communication-intensive courses are designed to improve communication skills through frequent writing, speaking, listening, and designing across academic and non-academic situations. Teachers across discourse communities encourage, guide, and communicate high standards to students through instruction and example. Communication-intensive classes focus on both the product and the process of developing appropriate and effective communication skills. Learning to be an ethical communicator is a focus of the courses, and instruction (materials, assignments, feedback) is designed to foster this growth in students.

Students must complete:

- Discovery Seminar [DSC] (1 course)
- First Year Writing [FW] (1 course) - may be fulfilled with AP, IB or other appropriate test credit
- Continuing Communication [CC] (2 courses*)

Timeframe: The Discovery Seminar and First Year Writing courses must be completed by the end of the first-year. One Continuing Communication course must be completed by Oxford graduation. The second required Continuing Communication course can be taken at Oxford or Atlanta campus.

Belonging & Community

Building Community courses foster connections, relationships, and understanding within and between diverse communities by encouraging students to reflect upon those to which they belong and those with whom they interact on many levels, from local to international settings. During their first three years at Emory, students are required to take one course in these two categories: Race and Ethnicity and Intercultural Communications. Students must complete:

- Intercultural Communication [IC] (2 courses in a single language other than English, beginning at a student's level of fluency) - 1 course may be fulfilled with AP, IB or other appropriate test credit
- Race and Ethnicity [ETHN] (1 course)

Timeframe: This area must be completed before a student gains senior standing at Emory's Atlanta Campus.

Experience & Application

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." Examples of Experiential Learning opportunities may include Academic Internships, Advanced Student Research, Applied Arts, Global Learning, and Theory-Practice Service Learning. Students must complete:

- Experience and Application [XA] - (1 course)

Timeframe: This area must be completed by Oxford graduation.

Success at Emory

All students in Oxford College are required to complete a set of two courses, jointly helping them achieve "Success at Emory." This timed requirement supports the transition to Emory by helping students to develop skills for academic and personal success. Students must complete:

- Milestone Reflection [MLP 101] (1 course taken on a S/U basis)
- PE [PED] - (1 course)

Timeframe: PE must be taken in first year; MLP is taken in final semester of study. This area must be completed by graduation.

Beginning Fall 2024 the Milestone Reflection (MLP_OX 101) will be optional for Oxford students.

Gold Plan General Education Requirements (for students entering Spring 2023 and earlier)

First-Year Writing Requirement

Students must satisfactorily complete the 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. Students may be placed in either

English 185 or 186 based on their performance on the Directed Self Placement prior to the start of their first semester of study.

Continuing Writing Requirement

In addition to the First-Year Writing requirement, students must satisfactorily complete at least one 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. Continuing writing courses are designated with a W after the course catalog number in the class schedule and in OPUS.

Race and Ethnicity Requirement

Students must complete one course in this category. To fulfill this requirement, students must take at least one course that carries the Race and Ethnicity tag. Students may complete this requirement at Oxford College or on the Atlanta campus.

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 with lab, HSC, and HAP. In addition, Oxford students must complete a minimum of two (2) Ways of Inquiry (Q) courses, representing at least 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. If credit is earned through AP or IB, then lower-level courses in the sequence Mathematics 108/111/112 may not be taken for credit. As a general rule, students may earn credit through AP or IB, or by completing the comparable Oxford course, but not both.

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.

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

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. 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.

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. 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.

Physical Education (PED/PPF)

To fulfill this area, students must complete two semester hours in physical education. Students are required to take one physical education class in their first year and one in their sophomore year, unless granted an exemption by the associate 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 Department of Accessibility Services (DAS). 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.

Discovery Seminar (DSC)

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. The DSC Faculty adviser will work with students during their two years at Oxford College.

Experiential Learning (E)

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." Examples of Experiential Learning opportunities may include Academic Internships, Advanced Student Research, Applied Arts, Global Learning, and Theory-Practice Service Learning.

Ways of Inquiry (Q)

Students need to complete a minimum of two Ways of Inquiry (Q) courses designed to demonstrate how different disciplines investigate the world. The Discovery Seminar course with a passing grade will count towards one of these courses. These courses must come from any two different academic areas.

Milestone Project (MLP)

One Milestone Project course is required for all students in their last regular semester before graduation. Through the Milestone Project and assistance from their Discovery Seminar faculty advisers, students will reflect on their liberal arts experience at Oxford College—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.

Beginning Fall 2024 Milestone Project will be optional for Oxford students.

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.

INTERNSHIPS

Undergraduate Internships provide excellent opportunities to explore professional pathways that deepen the Oxford liberal arts general education program. While an external internship experience is uniquely valuable, Oxford College also offers academic credit for coursework completed in conjunction with an internship during the academic year as well as the summer sessions. There are two such opportunities; each carry 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.

Introductory Internship in the Liberal Arts (INTER_OX 490RE) combines asynchronous work and readings with face-to-face meetings with a cohort of others and the instructor and is offered each semester and during the summer. This course jumps off from a self-assessment using a Readiness framework developed by Oxford College Career Services, and then introduces students to several core concepts related to general professionalization, navigating difficult discussions in the workplace, understanding employability vs employment, and building capacity for improvement in multiple situations. INTER_OX 490RE 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 during the summer between year one and year two.

Disciplinary Internship in the Liberal Arts (INTER_OX 492RE) is offered in the fall and spring semesters 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. Both courses carry Experiential Learning (E) credit. INTER_OX 492RE is designed, planned, and submitted for review in complete collaboration between student and a faculty member as the designated mentor.

LEARNING TO LEAD

Learning to Lead aims to give new first-year students an introductory look at the definition and process of leadership. The course revolves around three questions: What is leadership? What is good leadership? What do good leaders do? Starting with an overview of historical perspectives of leadership, students will explore how leadership theories and topics can be applied to their time at Oxford and beyond.

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.

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. As a student, it is your responsibility to add the class to your schedule during the relevant enrollment period.

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.
- **The Dana Greene Distinguished Lecturer Series:** The Dana Greene Distinguished Lecturer Series brings to Oxford College notable leaders in scholarship and creative expression. These lectures strive both to exemplify and encourage various types of intellectual discovery and creativity. They aim to explore not only the content of those intellectual and creative efforts; they also strive to exhibit the personal, professional, communal, and ethical contexts of those endeavors.
- **College in Prison Collaboration:** In partnership with Common Good Atlanta, Oxford college faculty teach accredited college courses inside a Georgia state prison, with Oxford students participating in combined discussions and writing exchanges with incarcerated students, extending the intellectual, social, and psychological benefits of college to incarcerated people.
- **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 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 philosophical tradition. While here, students can participate in service, social, and religious programs sponsored by this 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. You may view the Religious Observances Calendar at our website below.

The resources of this office are available to all members of the college community. To find more information and learn more about Oxford's chaplain (Lyn Pace), visit the website: https://oxford.emory.edu/life/campus_life/religious.html.

STUDY ABROAD AND GLOBAL LEARNING 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.

In addition to any summer or semester study abroad, both fall and spring start students must complete at least three regular semesters (fall and spring semesters only—summer study in Atlanta does not count towards this requirement) at Oxford College.

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 program specific eligibility criteria. 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. 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, as well as general education program requirements. 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.

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.

Global Learning Courses

Oxford College offers Global Learning programs as part of our Experiential Learning Program. These courses feature short-term, faculty-led travel components in addition to the usual on-campus course during spring or fall semesters. Students must remain in good academic and conduct standing to participate in any Global Learning course. Admission to the course is approved through an application process.

Global Learning courses can satisfy the Experience and Application requirement of the General Education Program. Global Learning 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 example, Spring Break) or after regular courses conclude at the end of the semester. The travel site(s) may be domestic or international.

Spring Global Learning courses often feature travel in early May or June, especially for international destinations. Since the travel component is a graded part of the course, Global Learning courses are not officially complete until AFTER the travel has concluded. Sophomore students participating in spring Global Learning 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 Global Learning courses requires approval, based on student application for the experience. 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, and flights for travel are purchased separately by students. Students who qualify for financial aid for the semester tuition may apply for additional aid to assist with the Global Learning fee, and scholarships are available to assist with the cost of airfare

Student responsibilities (illustrative not exhaustive): satisfy all eligibility requirements and remain in good standing. Follow all procedures and meet all deadlines set by the Global Learning program and course faculty.

Typically involved parties: Academic Affairs, Oxford College faculty

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

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.

Academic Divisions at Oxford College

HISTORY AND SOCIAL SCIENCES

Professors Ashmore, Bonnie, Carter, Dowe, Lewis, and Thompson; Associate Professors DeNicola, Hardy, Leinweber, McGee, Ninkovic, Shannon, Shomade, and Yang; Assistant Professors Beaudette, Binney, Blake, Eghbalzad, Goss, Ham, Ludwinski, Olson, and Romano; and Associate Teaching Professor Riner

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; epidemiology, 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, Gowler, and McGehee; Associate Professors, Bayerle, Dobbin-Bennett, Gunnels, Ivey, Loflin, Mousie, Moyle, Mullen, Palomino, Pohl, Reid, Resha, and Tarver; Assistant Professors Cage Conley, El Younsi, Fesette, Higinbotham, McNeill, Ndiaye, Roberson, Vlasova, and Walter; Teaching Professor Bell; Associate Teaching Professors Adams, Davis, and Hawley; Assistant Teaching Professors Abarca, Elion, and Tarazona

The Division of Humanities offers introductory and upper-level courses in American studies, ancient Mediterranean studies, art, classics, creative writing, dance, English, 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.

NATURAL SCIENCE AND MATHEMATICS

Professors Jacob and Seitaridou; Associate Professors Chen, Fankhauser, Hulgán, Neuman, Parker, Powell, Rogers, and Saadein; Assistant Professors Bayona Vasquez, Farris, Hage, Lawrence, Li, McLean, Nkomo, and Scharf; Teaching Professors Harmon and Oser; Associate Teaching Professors Lee, Martin, Mo, Segre, and Taliaferro-Smith

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

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 Quantitative Reasoning (QR) 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.

PHYSICAL EDUCATION

Introduction of Center for Healthful Living

The Center for Healthful Living (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

Academic Coordinator Molly McNamara; Senior Instructor/Head Men's Soccer Coach Gregory Moss-Brown; Instructor/Head Men's and Women's Golf Coach Brian Cheek; Instructor/Head Men's and Women's Cross Country Coach Ella O' Kelley; Instructor/Head Women's Soccer Coach Ruth Geiger.

Adjunct Instructors: Gwen Blount, Sara Bradley, Nicole Duncan, Corian Ellisor.

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 internal website (inside.oxford.emory.edu).

ACCOUNTING

ACCOUNTING 200—ACCOUNTING

Fall. Credit, three hours. Accounting is called "the language of business" because its purpose is to measure, analyze, and report financial and nonfinancial information to help plan, communicate, and implement an organization's strategic goals and evaluate and control its performance. Using real data, you will learn to identify and measure costs and benefits for decision-making, effectively allocate an organization's economic resources, analyze typical business transactions, construct and interpret financial statements, and use financial and nonfinancial measures to evaluate an organization's economic performance.

AFRICAN STUDIES

AFRICAN STUDIES 263—INTRODUCTION TO AFRICAN STUDIES (HA)

Fall. Credit, three hours. Introduction to the African humanities and social sciences through in-depth study of three African regions. Explores major historical trends and their impact on culture, including the slave trade, colonialism, and postcolonial international contacts. Content is drawn from literature (both written literature and oral traditions), film, history, religion, anthropology, sociology, and art.

AFRICAN AMERICAN STUDIES

AFRICAN AMERICAN STUDIES 100—INTRODUCTION TO AFRICAN AMERICAN STUDIES

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 262—SURVEY OF AFRICAN AMERICAN LITERATURE SINCE 1900 (HA)

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

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

AFRICAN AMERICAN STUDIES 346—AFRICAN AMERICAN POLITICS

TBA. Credit, three hours. Prerequisite: Political Science 101. Comprehensive examination of African American politics and its critical influence upon the American political system. Civil rights and black power movements; the voting rights act and redistricting; African American political participation, attitudes, and governance. (Cross-listed with Political Science 346).

AFRICAN AMERICAN STUDIES 385R—TOPICS IN AFRICAN AMERICAN STUDIES

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 (HA)

Fall, Spring. Credit, three hours. An interdisciplinary, historically grounded introduction to contemporary approaches to American studies scholarship, with emphasis on issues of class, race, ethnicity, gender, sexuality, ability, 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

Fall. Credit, three hours. Prerequisite: Permission of instructor; students must submit a written statement (paragraph) explaining their previous experience with the subject matter and interest in the course. 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.

AMERICAN STUDIES 385R—SPECIAL TOPICS: AMERICAN STUDIES

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. Pre-requisite: minimum of one course, determined by instructor; permission of instructor.

AMERICAN STUDIES 397R—INDEPENDENT STUDY

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

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

Fall, Spring. Credit, three hours. A four-field survey of anthropology: the study of humans and their cultures past and present. The course introduces the subfields of Archaeology, Linguistics, Physical Anthropology and Cultural Anthropology.

ANTHROPOLOGY 200—FOUNDATIONS OF BEHAVIOR (NS)

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 AND METHODS IN BIOLOGICAL ANTHROPOLOGY (NS)

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 (SS)

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 (SS)

Spring. Credit, three hours. An overview of archaeological methods including survey, mapping, excavation, and analysis. This overview is accomplished via review of archaeological sites with a global scope. Course materials also provide a general history of archaeological practice.

ANTHROPOLOGY 205—FOUNDATIONS IN GLOBAL HEALTH (SS)

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

ANTHROPOLOGY 265—ANTHROPOLOGY OF GENDER (SS)

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 people from different times and different communities imagine, practice, experience, challenge, and impose ideas of gender and sexuality.

ANTHROPOLOGY 280R—ANTHROPOLOGICAL PERSPECTIVES (SS)

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

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

TBA. Credit, three hours. Prerequisite: Anthropology 101 or Anthropology 205 or Human Health 250 or equivalent transfer credit. This course is an anthropological exploration of the causes and consequences of malnutrition. To understand the burden of overnutrition and undernutrition, 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. (Cross-listed with Human Health 340).

ANTHROPOLOGY 352—GLOBALIZATION AND TRANSNATIONAL CULTURES

Spring (alternate years). Credit, three hours. 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

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

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 (IC)

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 (IC)

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 (IC)

Fall. Credit, four hours. Prerequisite: 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 (IC)

Spring. Credit, four hours. Prerequisite: 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**ART 101— ART CULTURE CONTEXT I (HA)**

Fall, Spring. Credit, four hours. Introduction to fundamental concepts of art history through 101 representative works of art and architecture produced in Egypt, the Near East, Europe, the Americas, and the Islamic world before 1600. Focus on the formal structure and historical contexts in which the works were made and understood.

ART 102— ART CULTURE CONTEXT II (HA)

Fall, Spring. Credit, four hours. Introduction to the fundamental concepts of art history through 102 representative works of art and architecture produced in Europe, Africa, and the U.S. between 1600 and the present day. Focus on the works' formal structure as well as the historical contexts in which they were made and understood.

ART 104—DRAWING I (HA)—STUDIO COURSE

Fall, Spring. Credit, four hours. This course develops skills in representational drawing as a 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, 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— INTRODUCTION TO PAINTING (HA)—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 (HA)

Fall. Credit, four hours. Introduction to media, techniques, theory, and practices. Various approaches to 3D design are explored with particular sensitivity to sculptural concerns within the broader framework of contemporary art.

ART 110—INTRODUCTORY PAPERMAKING STUDIO (HA)

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 185R- STUDIO ART SPECIAL TOPIC

On Demand. Four hours. This studio art course will offer an opportunity to examine specialized topics across a variety of techniques and media. Topics may include Comic and Sequential Drawing, Sketchbook Drawing, Life Drawing and Painting, Portraiture or Printmaking. Course may be repeated for credit when topic changes, up to a maximum of twelve hours.

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

Fall, Spring. Credit, four hours. This course 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 (HA)

On Demand. Credit, three hours. Prerequisite: Art History 101 or Art History 102. 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). Students enrolled in this course will need a strong foundation in art history to succeed.

ART 214—ANCIENT EGYPT ART 1550–30 BCE (HA)

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). Students enrolled in this course will need a strong foundation in art history to succeed.

ART 222—THE ART AND ARCHITECTURE OF ROME (HA)

Fall. Credit, three hours. Prerequisite: Art History 101 or Art History 102.

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

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 266—CONTEMPORARY VISUAL ARTS (HA)

Spring. Credit, three hours.

ART 319R-SPECIAL STUDIES: ANCIENT EGYPT ART

On Demand. Three hours. Topics could include the Tutankhamun; the Underworld Books; introduction to hieroglyphs; Ptolemaic and Roman Egypt. May be repeated for credit when topic changes, up to a maximum of twelve hours.

ART 385R- SPECIAL TOPIC IN ART HISTORY

On Demand. Three hours. This course will offer opportunities for our students to study specialized topics within Art History. The course may be repeated for credit when topics vary.

ART 398R- SUPERVISED READING & RESEARCH

On Demand. One to four hours. Reading and research projects decided upon between the student and a member of the faculty. May be repeated for credit.

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

Fall, Spring. Credit, four hours. Prerequisites: High school chemistry. Fundamental concepts and principles of astronomy. Laboratory weekly; observing session weekly as weather permits.

BIOLOGY

BIOLOGY 120—CONCEPTS IN BIOLOGY WITH LABORATORY (NS)

Fall, Spring. Credit, three hours. Principles of genetics, evolution, and physiology with special reference to contemporary life situations. Intended for non-science majors. This course does not fulfill requirements for medical and dental schools.

Biology 120 is not open for students who have credit for Biology 141. Three hours of lecture and one three-hour laboratory per week.

BIOLOGY 135—PLANTS AND SOCIETY WITH LABORATORY (NS)

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 (NS)

Fall and Spring. Credit, three hours. The study of cell structure and function including cellular metabolism, fundamentals of genetics, evolution, and population genetics. Emphasizes scientific inquiry. Fulfills biology major and pre-health requirements. Note: students receiving AP/IB credit for BIOL 141 must still take BIOL_OX 141L or BIOL 141L for biology or pre-health requirements.

BIOLOGY 141L—CELL BIOLOGY AND GENETICS LABORATORY

Fall and Spring. Credit, two hours. The study of cell structure and function including cellular metabolism, fundamentals of genetics, evolution, and diversity of life. Introduces students to scientific inquiry and communication in the laboratory. Co-requisite: BIOL_OX 141 or AP 4/5- IB 5/ 6/ 7 in BIOL, or transfer credit. Students with AP/IB credits for lecture must complete BIOL_OX 141L before taking BIOL_OX 142 or BIOL 142. Students who don't have credit for lecture must enroll in both lecture and lab.

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

Fall, Spring. Credit, five hours. Prerequisite: BIOL_OX 141 and 141L or BIOL 141 and 141L. 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 (NS)

Fall or Spring. Credit, four hours. 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 SCIENTISTS AND ENGINEERS WITH LABORATORY (NS)

TBD. 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. (Cross-listed as Physics 212).

BIOLOGY 235—FIELD BOTANY WITH LABORATORY (NS)

Spring. Credit, four hours. Prerequisite: One biology course or Environmental Studies 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 (NS)

Fall or Spring. Credit, five hours. Prerequisite: BBIOL_OX 141 and 141L or BIOL 141 and 141L or permission of instructor. Architecture, physiology, behavior, and evolution of major invertebrate phyla and the chordates. Course includes field and laboratory investigations with living organisms and dissections of preserved specimens. This course counts toward the biology major. Three hours of lecture and

one three-hour laboratory per week.

BIOLOGY 245—FRESHWATER ECOLOGY WITH LABORATORY (NS)

Fall. Credit, four hours. Prerequisite: One biology course or Environmental Studies 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 264—GENETICS: A HUMAN PERSPECTIVE

Fall. Credit, four hours. Prerequisite: BIOL_OX 142WE or BIOL 142 and 142L. This course will build on historical foundations of genetics to explore the structure and function of genes and genomics using molecular biology tools and develop critical thinking and analytical skills through problem solving and reading of primary scientific literature, with special emphasis on human health, society, and bioethics. Attendance at a mandatory discussion section is required. This course fulfills the Column A (or elective) requirement for the biology major. Three hours of lecture and one hour of discussion per week.

BIOLOGY 340R—INDEPENDENT RESEARCH AND DISCOVERY IN BIOLOGY

Fall, Spring. Credit, four hours. Prerequisite/corequisite: BIOL_OX 142WE or BIOL 142 and 142L and permission of the instructor. All prerequisite classes and laboratories must be completed with a grade of B or higher. 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.

BIOLOGY 385R- SPECIAL TOPICS IN BIOLOGY

TBD. Credit, one to four hours. A course on topics of special biological interest, designed for Biology majors elective credit. This course is repeatable when the topic varies.

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. Prerequisites: 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 150—STRUCTURE AND PROPERTIES (NS)

Fall, Spring. Credit, Three hours. Prerequisite: Mandatory Oxford College Chemistry Preparation (OCCP) online module must be completed prior to enrollment in class; corequisite: 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. Students who withdraw from the lecture must withdraw from the corequisite laboratory course.

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

CHEMISTRY 150L—STRUCTURE AND PROPERTIES LAB

Fall, Spring. Credit, Two hours. Corequisite: 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 corequisite lecture course.

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

CHEMISTRY 160—FORENSIC CHEMISTRY WITH LABORATORY (NS)

TBA. Credit, four hours. 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 (NS)

Fall, Spring. Credit, Three hours. Prerequisites: 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 withdraw from the lecture must withdraw from the corequisite laboratory course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 202L—PRINCIPLES AND REACTIVITY LAB

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 equilibria and acid–base properties. Students who withdraw from the laboratory course must withdraw from the corequisite lecture course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 203—ADVANCED REACTIVITY (NS)

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 and explain reactivity. The course covers kinetics, mechanisms, and catalysis. Students who withdraw from the lecture must withdraw from the corequisite laboratory course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 203L—ADVANCED REACTIVITY LAB

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 corequisite lecture course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 204—MACROMOLECULES (NS)

Fall, Spring. Credit, three hours. Prerequisite: Chemistry 203 and 203L; corequisite: Chemistry 204L. This course focuses on the relationships among 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 lecture must withdraw from the corequisite laboratory course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 204L—MACROMOLECULES LAB

Fall, Spring. Credit, Two hours. Prerequisite: Chemistry 203 and 203L; corequisite: 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 corequisite lecture course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 205—LIGHT AND MATTER (NS)

Spring. Credit. Three hours. Prerequisite: Chemistry 203 and 203L and Mathematics 111; corequisite: Chemistry 205L. This course 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 corequisite laboratory course.

*Exceptions to the withdrawal policy require Chemistry department approval.

CHEMISTRY 205L—LIGHT AND MATTER LAB

Spring. Credit, Two hours. Prerequisite: Chemistry 203 and 203L and Mathematics 111; corequisite: Chemistry 205. This course 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 corequisite lecture course.

*Exceptions to the withdrawal policy require Chemistry Department approval.

CHEMISTRY 261—HOW IT WORKS: SPECTROSCOPY

TBA. Credit, one hour. Prerequisite or corequisite: Chemistry 202/202L. This course will explore instruments of spectroscopy – uv-vis, IR, NMR, mass spec, and atomic absorption (which scientists in chemistry, biology, geosciences, physics, and other disciplines use in analysis and research) – including the theory of each instrument, how each instrument works, and uses and limitations of data. One 50-minute lecture a week.

CHEMISTRY 397R—SUPERVISED READING

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

CHEMISTRY 399R—INDEPENDENT LABORATORY RESEARCH

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

CHINESE

CHINESE 101—ELEMENTARY CHINESE I (IC)

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

CHINESE 102—ELEMENTARY CHINESE II (IC)

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

CHINESE 103—ELEMENTARY CHINESE FOR HERITAGE SPEAKERS (IC)

Fall, Spring. Credit four hours. This course is designed for students who already possess basic speaking skills of Mandarin Chinese but are not literate in Mandarin Chinese. It will focus on improving students' reading and writing skills.

CHINESE 201—INTERMEDIATE CHINESE I (IC)

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

CHINESE 202—INTERMEDIATE CHINESE II (IC)

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

CHINESE 203—INTERMEDIATE CHINESE FOR HERITAGE SPEAKERS (IC)

Fall, Spring. Credit, four hours. Prerequisite: Elementary Chinese for Heritage Speakers or permission of instructor. This course is designed for heritage speakers of Mandarin Chinese and is a continuation of Chinese 103. The emphasis is on improving students' reading and writing skills. It prepares students for further study at the advanced level.

CLASSICS

CLASSICS 102—CLASSICAL MYTHOLOGY (HA)

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

CLASSICS 202—THE ROMANS (HA)

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 to four hours. Prerequisite: Permission of instructor. Supervised readings in classics.

COMPUTER SCIENCE

COMPUTER SCIENCE 170—INTRODUCTION TO COMPUTER SCIENCE I (QR)

Fall or Spring. Credit, four hours. An introduction to computer science for the student who needs to be able to program for coursework 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 dual degree program with Georgia Tech. Has a one-hour lab.

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

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—FOUNDATIONS OF COMPUTER SCIENCE (QR)

On demand. Credit, three hours. Prerequisite: Computer Science 170; corequisite: Mathematics 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 253—DATA STRUCTURES AND ALGORITHMS (QR)

On demand. Credit, three hours. Prerequisite: Computer Science 170; Computer Science 171. A third course in Computer Science, focusing on advanced programming. Emphasis is on mastery in the use and implementation of data structures and algorithms for classical programming paradigms, using the Java programming language and object-oriented design.

COMPUTER SCIENCE 297R—DIRECTED STUDY

(Same as Mathematics 297R). Topics and credit to be arranged.

DANCE

DANCE 220—HISTORY OF WESTERN CONCERT DANCE

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, postmodern dance, and current trends and dance artists.

DANCE 300R—DANCE COMPANY

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

DISCOVERY SEMINAR

DISCOVERY SEMINAR 101—DISCOVERY SEMINAR

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

ECONOMICS

ECONOMICS 101—PRINCIPLES OF MICROECONOMICS (SS)

Fall, Spring, multiple sections. Credit, three hours. Introduction to the theory of markets, including consumer and producer choice and how they interact to determine prices and resource allocations. Applications may include price controls, production, market structures, environmental economics, governmental regulation of the economy, labor and capital markets, and international exchange.

ECONOMICS 112—PRINCIPLES OF MACROECONOMICS (SS)

Spring, multiple sections. Credit, three hours. Prerequisite: Economics 101 or permission of instructor. Introduction to economic analysis and its use in explaining levels of national income, employment, and price levels. Additional topics may include the national debt, financial markets, money and the banking system, and international trade.

ECONOMICS 201—INTERMEDIATE MICROECONOMICS (SS)

Fall, Spring. Credit, four hours. Prerequisites: Economics 101, Economics 112, and Mathematics 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 (SS)

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

ECONOMICS 220—INTRODUCTION TO STATISTICAL METHODS (QR)

Spring. Credit, four hours. Prerequisites: Economics 101 and Mathematics 111. (Economics 101 gives basic preparation in terms of economic concepts and Mathematics 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 of how economists analyze research problems.

Regression analysis will be introduced (time permitting).

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

Fall, Credit, three hours. Prerequisite: Economics 101 or Economics 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

Spring. Credit: three hours. Prerequisites: Economics 101 and Economics 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 371—HEALTH ECONOMICS

Spring. Credit: three hours. Prerequisite: ECON 101 or ECON_OX 101 or FIN 201 or equivalent. An introduction to the application of the theories and principles of microeconomics to issues in health care. Increase understanding of microeconomic theory and the basic structure of health care delivery and health care financing in the United States and other countries.

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 (FW)

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 (FW)

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.

ENGLISH 202—WRITING & COMMUNICATION CENTER PRACTICUM

Fall, Spring. Credit, one hour. Permission required prior to enrollment. Designed as a companion to first semester experience as a Writing & Communication 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.

ENGLISH 205—POETRY (HA)

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

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

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)

ENGLISH 220—RHETORICAL STUDIES (HA)

Spring. Credit, three hours. Introduction to rhetoric and rhetorical analysis. Students will apply Greco-Roman, contemporary, and/or global rhetorical traditions to their own writing and speaking. Attention to the ethics of rhetorical practice.

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

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 (HA)

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 (HA)

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 (HA)

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

ENGLISH 262—SURVEY OF AFRICAN AMERICAN LITERATURE SINCE 1900 (HA)

Fall, Spring. Credit, three 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. (Cross-listed with African American Studies 262)

ENGLISH 270—INTRODUCTION TO CREATIVE WRITING (HA)

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 (HA)

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 272—INTRODUCTION TO FICTION WRITING (HA)

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

ENGLISH 311—SHAKESPEARE

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

ENGLISH 312—STUDIES IN SHAKESPEARE

TBA. Credit, three hours. Special topics in the study of Shakespeare. May include historical approaches, thematic emphases, performance studies, etc.

ENGLISH 317—POETRY AND PROSE OF JOHN MILTON

TBA. Credit, three hours. Selected major works (poetry and prose) with particular emphasis on the early lyric verse, *Comus*, *Paradise Lost*, and *Samson Agonistes*.

ENGLISH 330—ROMANTICISM

TBA. 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 ENGLISH VICTORIAN NOVEL

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

ENGLISH 345—CONTEMPORARY WORLD LITERATURE

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

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

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

ENGLISH 359—STUDIES IN AFRICAN AMERICAN LITERATURE SINCE 1900-PRESENT

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

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.
topic varies.

ENGLISH 380—TOPICS IN WRITING, RHETORIC, AND LITERACY

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.

ENGLISH 381R—TOPICS IN WOMEN'S LITERATURE

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

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

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 SCIENCES

ENVIRONMENTAL SCIENCE 131—INTRODUCTION TO ENVIRONMENTAL STUDIES W/ LAB (NS)

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, involving light to moderate physical activity. This is the foundational course required for majors and minors in Environmental Sciences. Three hours of lecture and one three-hour laboratory per week.

ENVIRONMENTAL SCIENCE 220 – MINERAL, ENERGY, AND WATER RESOURCES WITH LABORATORY (NS)

On Demand. Credit, four hours. No prerequisites. Emphasis on the geologic formation and utilization of mineral resources, renewable and nonrenewable energy resources, and water resources. Includes historic development, uses, environmental concerns, and future potential of these resources. Three hours of lecture and one three-hour lab period per week.

ENVIRONMENTAL SCIENCE 222—EVOLUTION OF THE EARTH WITH LABORATORY (NS)

On Demand. Credit, four hours. History of the Earth in the context of changing environments through time. Emphasizes biological systems interacting with global processes such as plate tectonics. Three hours of lecture and one three-hour laboratory per week.

ENVIRONMENTAL SCIENCE 229—METEOROLOGY AND CLIMATOLOGY WITH LABORATORY (NS)

On Demand. Credit, four hours. Meteorology is the science of the atmosphere and the weather it produces. It seeks to understand the dynamics of the system in terms of available energy and how those dynamics produce the daily weather and long-term climate of the globe. Emphasis on the chemical components and physics of the atmosphere, meteorological processes, climate regions of the world, and climate change. Three hours of lecture and one three-hour lab period per week.

ENVIRONMENTAL SCIENCE 230—FUNDAMENTALS OF GEOLOGY WITH LABORATORY (NS)

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

ENVIRONMENTAL SCIENCE 243—MODERN AND ANCIENT TROPICAL ENVIRONMENT FIELD (NS)

Spring. 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. Topics include: geology, interpreting past environments from the rock record, changing sea level, island biogeography, reef ecology, and human effects on environments. Lab credit is earned through participating in the field experiences.

ENVIRONMENTAL SCIENCE 255— ENVIRONMENTAL COMMUNICATION

On Demand. Credit, three hours. No prerequisites. Environmental issues that are often misunderstood can be communicated with effective writing and presentation methods. This class provides tools for addressing environmental misconceptions while also developing communication skills for a variety of personal, public, or academic situations.

ENVIRONMENTAL SCIENCE 299R—INDEPENDENT STUDY

On demand. Credit, one to four hours. Requires permission of the instructor and an ENVS course. This course provides Environmental Science students with foundational skills for research under supervision of a faculty member. A stepping-stone to more advanced research work. This course does not satisfy distribution requirements in natural science and mathematics.

ENVIRONMENTAL SCIENCE 385—SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE

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

FILM AND MEDIA**FILM 101—INTRODUCTION TO FILM (HA)**

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 107—INTRODUCTION TO DIGITAL VIDEO (HA)

Fall, 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 204—DOCUMENTARY FILM & MEDIA HISTORY (HA)

Every other year. Credit, four hours. The history of non-fiction film and media from the perspective of documentary film and media makers. 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

On demand. Credit, one to four hours. Prerequisite: Film Studies 101, the introductory course for film studies. Individual topics on film study focusing on a specific period or movement. Weekly screenings may be required.

FILM 378R—SCREENWRITING

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

FRENCH**FRENCH 101—ELEMENTARY FRENCH I (IC)**

Fall. Credit, four hours. 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—ELEMENTARY FRENCH II (IC)

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 I (IC)

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— INTERMEDIATE FRENCH II (IC)

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 (IC)

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 314—WHAT IS INTERPRETATION? LITERACY PERSPECTIVES (IC)

Fall. Credit, three hours. An introduction to the reading and interpretation of a variety of cultural media, including poetry, drama, prose fiction, political writings, films, painting, and architecture. Course conducted in French.

FRENCH 342—STUDIES IN THE CLASSICAL PERIOD (IC)

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 388R—TOPICS IN FRENCH LITERATURE AND CULTURE

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

FRENCH 397R—INDIVIDUAL DIRECTED RESEARCH

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

GERMAN

GERMAN 101—ELEMENTARY GERMAN I (IC)

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 (IC)

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 (IC)

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 (IC)

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

GERMAN 297R—SPECIAL TOPICS IN GERMAN LITERATURE

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

GERMAN 299—INDEPENDENT STUDY

On demand. Credit, one to four hours. Prerequisites: Permission of instructor. Independent reading and research in German literature and culture under the direction of a faculty member.

GRAD COURSE

GRAD 700R—UNIVERSITY SEMINAR

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.

HISTORY

HISTORY 101—HISTORY OF WESTERN CIVILIZATION I (SS)

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 (SS)

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 (HA)

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, nineteenth-century reform movements, slavery and the sectional crisis, and the Civil War.

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

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. Topics include Reconstruction, the rise of the corporate economy, immigration, the Great Depression, America at war in the twentieth century, McCarthyism, and the Civil Rights Movement.

HISTORY 244—AMERICAN CIVIL RIGHTS HISTORY (HA)

Alternate years. Credit, three hours. The course focuses on the modern Civil Rights Movement in America from the Reconstruction Amendments to the Constitution to the present with particular emphasis on the social, political, economic, and cultural aspects of the grassroots movement that ended legalized segregation.

HISTORY 309—THE REVOLUTIONARY ERA: 1789–1848

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

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

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

TBA. Credit, three hours. The Christian church in the West from the Apostolic Age to the Reformation. Topics include early Christianity, the Papacy, schooling and medieval thought, the crusades, the Church and the Fine Arts, and the lead-up to the Reformation.

HISTORY 337—ORAL HISTORY: ENGAGING WITH LIVE SUBJECTS

Alternate years. Credit, three hours. An introduction to oral history as a 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

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 across 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

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

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. Prerequisites: 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.

HUMAN HEALTH

HEALTH 250—FOUNDATIONS IN GLOBAL HEALTH (SS)

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

INTERDISCIPLINARY STUDIES

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

INTERDISCIPLINARY STUDIES 201—TOPIC: INTERDISCIPLINARY PROBLEMS (HA)

TBA. Credit, three to four hours. IDS 201 examines the origins and development of distinct disciplines in contemporary universities through the lens of what counts as evidence in different fields of human knowledge. Topic varies at the discretion of the instructor.

INTERDISCIPLINARY STUDIES 216—VISUAL CULTURE (HA)

TBA. Credit, three to four hours. History of the use of visual images in Western culture. Study of tools necessary to read images, including still and moving images, performance, and display.

INTERDISCIPLINARY STUDIES 290R—INTERDISCIPLINARY SIDECAR

TBA. Credit, one hour, S/U only. A side-car course brings together a subset of students from two courses that overlap in methodologies, topics, etc., to create a short interdisciplinary course that runs simultaneously with its two sponsoring courses. Schedule and format, including any prerequisites or restrictions on enrollment, are arranged by sponsoring professors.

INTERDISCIPLINARY STUDIES 399R—DIRECTED STUDY

On demand. Credit, one to four hours. Prerequisites: Permission of instructor. Independent reading and research in Interdisciplinary studies under the direction of a faculty member. Interdisciplinary analysis through topics that are best understood through multiple methodologies and forms of evidence.

INTERNSHIP

INTERNSHIP 490R—INTRODUCTION TO LIBERAL ARTS INTERNSHIP

TBA. Credit, one hour. Prerequisite: Completion of Learning to Lead 101 or Career Services Readiness program. Course offers

students opportunity to earn one academic credit for off-campus internship experience with formal reflection on professional field, typically during Summer.

INTERNSHIP 492R—DISCIPLINARY INTERNSHIP

TBA. Credit, one hour. Prerequisite: Completion of Learning to Lead 101 or Career Services Readiness program. Course offers students the opportunity to earn one academic credit for off-campus internship experience alongside disciplinary work with a faculty member, typically during the Fall or Spring.

LATIN

LATIN 101—ELEMENTARY LATIN I (IC)

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 (IC)

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 (IC)

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 (IC)

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, one to four hours. Advanced supervised study in Latin and literature.

LACS—LATIN AMERICAN AND CARIBBEAN STUDIES

LATIN AMERICAN AND CARIBBEAN STUDIES 101—INTRODUCTION TO LATIN AMERICAN STUDIES

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.

LATIN AMERICAN AND CARIBBEAN STUDIES 261/MUSIC 261—LATIN AMERICAN MUSIC AND GLOBALIZATION (HA)

Spring, some Fall. 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 for students pursuing majors, minors, and concentrations in Latin American and Caribbean Studies, History, and Music.

LATIN AMERICAN AND CARIBBEAN STUDIES 262—PROGRESS IN LATIN AMERICA

TBA. 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.

LATIN AMERICAN AND CARIBBEAN STUDIES 270—TOPICS: LATIN AMERICAN ISSUES

TBA. Credit, three hours. An exact match of the Latin American and Caribbean Studies topics course at ECAS, offering pilot

courses on particular topics that may develop into stand-alone courses.

LATIN AMERICAN AND CARIBBEAN STUDIES 362—HISTORY OF THE CARIBBEAN

TBA. Credit, three hours. History of the cultural, intellectual, and artistic expressions of the Caribbean, as they relate to the forced and voluntary encounters of Native, European and African peoples and the socioeconomic structures of global capitalism since the 15th century. It serves both as its homonymous course at ECAS and as complement to Spanish 335. Cross-listed with History 362 and African American Studies 385R.

LEARNING TO LEAD

LEARNING TO LEAD 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.

LEARNING TO LEAD 200—TEACHING TO LEAD

Fall. Credit, one hour. Prerequisites: Learning to Lead Facilitators (LTLFs) only; must have taken and passed Learning to Lead 101; by permission only. Teaching to Lead 200 is a course designed to prepare Learning to Lead Facilitators (LTLFs) to co-teach Learning to Lead 101 (LTL 101).

LEARNING TO LEAD 201—TEACHING TO LEAD

Spring. Credit, one hour. Prerequisites: Learning to Lead Facilitators (LTLFs) only; must have taken and passed Learning to Lead 200; by permission only. Teaching to Lead 201E is an experiential course designed to prepare Learning to Lead Facilitators (LTLFs) to co-teach Learning to Lead 100 (LTL 101) and to reflect on those experiences.

LINGUISTICS

LINGUISTICS 101—HISTORY OF THE AMERICAN LANGUAGES (SS)

Fall. 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 (SS)

Spring. 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

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 317—PSYCHOLINGUISTICS

On Demand. Credit, three hours. Psycholinguistics addresses how language might be realized as a component within the general cognitive system, drawing on linguistics, psychology, neuroscience, and computer science. The course is based on empirical evidence of how language is comprehended, produced, acquired, and represented.

LINGUISTICS 318—SECOND LANGUAGE ACQUISITION

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 one or more additional languages.

LINGUISTICS 340—TOPICS IN SOCIOLINGUISTICS

On Demand. Credit, three 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.

LINGUISTICS 360—THE ENGLISH LANGUAGE

On Demand. Credit, three hours. Students learn the grammatical structures of the English language and how those structures have been used differently depending on time, register, and dialect.

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 108—CORNERSTONES IN MATHEMATICS (QR)

Fall, Spring. Credit, four hours. Beginning with "strange arithmetics" connected to braiding cords, paper-flipping, and clocks, and ending with the fundamental theorem of algebra and Abel's shocking "impossibility theorem" -- this course reveals new connections and unexpected motivations for familiar ideas from precalculus. (e.g., trigonometry as birthed by complex numbers; solutions to the general cubic and quartic equations; hyperbolic trigonometry derived from logarithms) In doing so, the course includes a good review of algebra and transcendental functions and provides a solid foundation for subsequent study of calculus.

MATHEMATICS 111—CALCULUS I (QR)

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

MATHEMATICS 112—CALCULUS II (QR)

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

MATHEMATICS 117—INTRODUCTION TO PROBABILITY AND STATISTICS (QR)

Fall, Spring. Credit, four hours. Covers basic concepts in counting and probability, hypothesis testing, linear regression and correlation, ANOVA, plus several nonparametric models. Statistical analysis using both R and Excel will also be addressed.

MATHEMATICS 120—INTRODUCTION TO PURE MATHEMATICS (QR)

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

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

MATHEMATICS 185—TOPICS IN MATHEMATICS

On demand. Credit, three hours. Rotating topics in math. May be repeated for credit when the topic varies. Prerequisites and co requisites depend on the topic offered.

MATHEMATICS 202—MATHEMATICS CENTER PRACTICUM

TBA. Credit, one hour. Designed as a companion to the first semester experience as a Mathematics Center tutor. Course includes reflection on tutoring experiences and practice in tutoring strategies. Included will be an in-depth review of essential mathematical concepts and proofs in the Calculus sequence, theoretical and pedagogical readings, and tutoring reflections and observations.

MATHEMATICS 210—ADVANCED CALCULUS FOR DATA SCIENCE (QR)

TBA. Credit, four hours. Prerequisite: Mathematics 111. This course is a short treatment of Math 112 and 211 with a lab component. It is not appropriate for students who have taken Math 211. Topics include: advanced integration, Taylor series; and multivariable differentiation, optimization and integration; and applications to statistics and science.

MATHEMATICS 211—MULTIVARIABLE CALCULUS (QR)

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

MATHEMATICS 212—DIFFERENTIAL EQUATIONS (QR)

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

MATHEMATICS 221—LINEAR ALGEBRA (QR)

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

MATHEMATICS 250—FOUNDATIONS OF MATHEMATICS (QR)

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

MATHEMATICS 285—TOPICS IN MATHEMATICS

On demand. Credit, three hours. Rotating topics in math. May be repeated for credit when the topic varies. Pre and co requisites depend on the topic offered.

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

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

MATHEMATICS 346—LINEAR OPTIMIZATION

Spring. Credit, three hours. Prerequisites: Mathematics 221 and Computer Science 170. Theory of linear programming, duality, optimal flows in networks, and mathematical programming.

MATHEMATICS 399R—UNDERGRADUATE RESEARCH

On demand. Variable credit, 1 to 3 hours. For students who want to participate in mathematics research with an Oxford College mathematics faculty member acting as research director. This course does not satisfy distribution requirements in natural science and mathematics.

MIDDLE EASTERN AND SOUTH ASIAN STUDIES**MESAS 100— Introduction to Middle Eastern Civilizations (SS)**

Fall or Spring. 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. In English; no knowledge of Arabic required.

MESAS 210— Arab World: Culture & Society (SS)

Fall or Spring. Credit, three hours. Introduction to the main elements of Arab Culture and to the various aspects of social life in the modern Arab World. In English; no knowledge of Arabic required.

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 transferrable skills developed during this work.

MUSIC

MUSIC 101—INTRODUCTION TO MUSIC (HA)

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

MUSIC 114—INTRODUCTION TO THEORY AND COMPOSITION (HA)

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 (HA)

Spring. Credit, three hours. 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 (HA)

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 261/LACS 261—LATIN AMERICAN MUSIC AND GLOBALIZATION (HA)

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 for students pursuing majors, minors, and concentrations in Latin American and Caribbean Studies, History, and Music.

MUSIC 300R—OXFORD CHORALE

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

MUSIC 300V—OXFORD CHAMBER ENSEMBLE

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

MUSIC 301R—THE OXFORD SOUL COLLECTIVE POPULAR MUSIC ENSEMBLE

Fall. Credit, one hour. The study of African American history and culture through culturally-informed musical performance. Centered within the African American popular music traditions of Soul, Funk, and R&B, The Oxford Soul Collective provides a unique learning experience and an opportunity to tell the compelling story of African Americans through music. Audition required. May be repeated for credit.

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.

NEUROSCIENCE AND BEHAVIORAL SCIENCE

NEUROSCIENCE AND BEHAVIORAL SCIENCE 201—FOUNDATIONS OF BEHAVIOR (NS)

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

NEUROSCIENCE AND BEHAVIORAL SCIENCE 202—INTRODUCTION TO NEUROETHOLOGY (NS)

Spring. Credit, Three hours. Students will learn basic principles of neuronal function, as well as how evolution has produced specializations in neural circuits in various invertebrate and vertebrate animals that allow them to do unique things in the natural world. Such comparative approaches not only help students understand how studies of neural specializations across species underlie behavioral diversity in the world around us, but also how to extrapolate generalities about how nervous systems organize behavior by identifying common operating principles in those mechanisms. (Cross-listed with Psychology 202)

NEUROSCIENCE AND BEHAVIORAL SCIENCE 304—HORMONES AND BEHAVIOR

Fall. Credit, Three hours. Prerequisite: Psychology 110 or Biology 141 or Neuroscience and Behavioral Science 202 or Psychology 202 or equivalent transfer credit as prerequisite. A course focused on the relationships between hormones, brain function, and behavior, as well as the techniques used to investigate them.

NEUROSCIENCE AND BEHAVIORAL SCIENCE 499R—MENTORED RESEARCH IN NBB

TBA. Credit, Three to four hours. A mentored research experience with a faculty member doing research in any area of neuroscience and behavioral biology. Students are expected to work with the faculty to develop the project, learn all techniques necessary to perform experiments related to the project, run the experiments and collect and analyze the data. Enrollment will require permission of the instructor who will serve as a mentor.

NURSING

NURSING 201—HUMAN ANATOMY AND PHYSIOLOGY I WITH LABORATORY

Fall. Credit, Four hours. The course emphasizes the structure and function of the human body and uses a systemic approach incorporating both anatomy and physiology. Includes a survey of body tissues and muscular, skeletal, and nervous systems. Labs involve dissection, study of human specimens, and basic experiments in physiology. The course fulfills requirements for admission to nursing schools and many allied health programs. The course does not fulfill requirements for medical and dental schools or biology major. Four hours of lecture and one three-hour laboratory per week.

NURSING 202—HUMAN ANATOMY AND PHYSIOLOGY II WITH LABORATORY

Spring. Credit, Four hours. The course emphasizes structure and function of the human body and uses a systemic approach incorporating both anatomy and physiology. NRS 202 continues with endocrine, circulatory, respiratory, immune, digestive, urinary, and reproductive systems. Labs involve dissection, study of human specimens, and basic experiments in physiology. The course fulfills requirements for admission to nursing schools and many allied health programs. The course does not fulfill requirements for medical and dental schools or the biology major. Four hours of lecture and one three-hour laboratory per week.

NURSING 205—FUNDAMENTALS OF MICROBIOLOGY

Spring. Credit, Four hours. This course introduces students to core principles and concepts of microbiology. Topic areas include microorganisms (bacteria, fungi, protozoa, viruses), microbial taxonomy, technology used to study microorganisms, microbial life cycle/metabolism and host-microbe interaction. Four hours of lecture and one three-hour laboratory per week.

NURSING 207—INTRODUCTION TO CLINICAL NUTRITION

TBA. Credit, Three hours. This course introduces nutrition science knowledge that emphasizes 1) basic biochemical functions and interactions of macronutrients/micronutrients and effect on human physiology, and 2) how nutrition research is used to develop dietary recommendations for individuals and specific populations.

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 (HA)**

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

PHILOSOPHY 110—INTRODUCTION TO LOGIC (QR)

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 (HA)

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 (HA)

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 (HA)

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 (HA)

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 (HA)

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 (HA)

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

TBA. Credit, three hours.

PHILOSOPHY 300—ISSUES IN METAPHYSICS AND EPISTEMOLOGY

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

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

PHILOSOPHY 382R—TOPICS IN PHILOSOPHY

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 (PE)

Fall or Spring. Credit, one hour. A basic health course incorporating a variety of physical activities to increase individuals' cardiovascular fitness. Activities include walking, tracking heart rate, recording times and pace of walks and body weight exercises. Health concepts will emphasize personal responsibility for the student's well-being. Fitness walking is for students who need low impact cardiovascular fitness.

PHYSICAL EDUCATION 101—WEIGHT TRAINING/CONDITIONING (PE)

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

PHYSICAL EDUCATION 106—CIRCUIT AND PLYOMETRIC TRAINING (PE)

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 (PE)

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 levels of runners.

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

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 (PE)

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 (PE)

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 (PE)

Fall or Spring. Credit, one hour. Prerequisite: Only those students who have been placed out of aquatics, or who have

successfully taken Physical Education 111 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 (PE)

Fall or Spring. Credit, one hour. Prerequisite: 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 122—BEGINNING TENNIS (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

Fall, Spring. Credit, One hour. This course addresses numerous dimensions of wellness including but not limited to: physical, social, and intellectual. This course also focuses on goal setting and habit development specific to each student's individual needs and goals. The goal of this course is for students to explore wellness topics beyond academic success and traditional physical wellness.

PHYSICAL EDUCATION 134—SOCCER (PE)

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 (PE)

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 138—BEGINNING BALLET TECHNIQUE (PE)

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

PHYSICAL EDUCATION 141—BEGINNING MODERN DANCE TECHNIQUE (PE)

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 (PE)

This paired course is designed to increase the student's knowledge and appreciation 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 (PE)

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 148—THROWBACK CHILDHOOD GAMES (PE)

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 151—DANCE IMPROVISATION (PE)

Fall or spring. Credit, one hour. This class will introduce students with minimal to no dance experience, to the fundamentals of dance improvisation as a method of discovering movement potential, and as an entry point for choreographic exploration.

PHYSICAL EDUCATION 152—Beginning Cheerleading (PE)

Fall, Spring. Credit, one hour. This course is designed to increase the students' knowledge and appreciation of cheerleading. A variety of moves will be taught to improve mobility, coordination, rhythm and overall athleticism. The course focuses on basic cheer components such as motions, jumps, chants, cheers & dances. Students will also learn the importance

PHYSICAL EDUCATION 153—Bal-A-Vis-X (PE)

Fall, Spring. Credit, one hour. This course is designed to provide students with an understanding of rhythm using a series of Balance, Auditory and Vision exercises using bags and balls. Exercises address visual tracking deficiencies, auditory imprecision, impulsivity, rhythmic balance, and anxiety issues. We will be focusing on all this using Bal-A-Vis-X exercises.

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

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

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 (PE)

TBA. Credit, one hour. Prerequisite: 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 (NS)

Fall. Credit, four hours. Prerequisite: Mathematics 111 or Mathematics 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 (NS)

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 (NS)

Fall. Credit, four hours. Corequisite: 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 (NS)

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 (NS)

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. (Cross-listed as Biology 212)

PHYSICS 220—INTRODUCTION TO MATHEMATICAL METHODS FOR SCIENTISTS AND ENGINEERS (NS)

Spring. Credit, 3 hours. Prerequisites and corequisites: Physics 142 or Physics 152 as prerequisite; Mathematics 211 as co-requisite or equivalent transfer credit. This course studies mathematical methods useful for students interested in the physical sciences and engineering. Topics covered include linear algebra (determinants, linear vector spaces, eigenvalues and eigenfunctions); the divergence, gradient, and curl operators; Gauss and Stokes theorems; orthogonal coordinate systems; infinite power series; complex number and variables; Fourier analysis.

PHYSICS 253—MODERN PHYSICS WITH LABORATORY (NS)

Fall. Credit, four hours. Prerequisites: Mathematics 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 (SS)

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

POLITICAL SCIENCE 101—INTRODUCTION TO POLITICS (HA)

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 (SS)

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 111— PRINCIPLES OF POLITICAL SCIENCE (SS)

TBA. Credit, three hours. The chief goals of this course are (1) to help students describe the disciplines most important lines of inquiry, (2) to develop student enthusiasm for political science approaches to understanding politics, and (3) to provide them

with a shared vocabulary which may be built upon by the department's other courses. The course introduces students to different types of political interdependencies that are common across the subfields in political science through an examination of big questions that drive the discipline.

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 (SS)

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.

POLITICAL SCIENCE 200—INTERMEDIATE NATIONAL POLITICS OF THE U.S. (SS)

Spring. Credit, three hours. Prerequisite: Political Science 100; prerequisite/corequisite: Political Science 101Q. 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.

POLITICAL SCIENCE 201—CLASSICAL POLITICAL THOUGHT (HA)

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 (HA)

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

POLITICAL SCIENCE 208—RESEARCH DESIGN METHODS (SS)

Spring. Credit, three hours. Prerequisites: Quantitative Theory and Methods 100 and Political Science 101Q. This course provides an introduction to the theory and method of contemporary political analysis. Political Science 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.

POLITICAL SCIENCE 210—INTERMEDIATE INTERNATIONAL POLITICS (SS)

Spring. Credit, three hours. Prerequisite: Political Science 110; prerequisite/corequisite: Political Science 101Q. 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.

POLITICAL SCIENCE 220—INTERMEDIATE COMPARATIVE POLITICS (SS)

Spring. Credit, three hours. Prerequisite: Political Science 120; prerequisite/corequisite: Political Science 101Q. 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.

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

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

Spring. Credit, three hours. Prerequisites: Political Science 101 and Political Science 110 or Political Science 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 346—AFRICAN AMERICAN POLITICS

TBA. Credit, three hours. Prerequisite: Political Science 101. Comprehensive examination of African American politics and its critical influence upon the American political system. Civil rights and black power movements; the voting rights act and redistricting; African American political participation, attitudes, and governance. (Cross-listed with African American Studies 346)

POLITICAL SCIENCE 353—CIVIL LIBERTIES

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 discrimination based on age, sex, race or economic status.

POLITICAL SCIENCE 354—CRIMINAL JUSTICE

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 (NS)

Fall, Spring. Credit, three hours. 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 (SS)

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

PSYCHOLOGY 202—INTRODUCTION TO NEUROETHOLOGY (NS)

Fall. Credit, three hours. Students will learn basic principles of neuronal function, as well as how evolution has produced specializations in neural circuits in various invertebrate and vertebrate animals that allow them to do unique things in the natural world. Such comparative approaches not only help students understand how studies of neural specializations across species underlie behavioral diversity in the world around us, but also how to extrapolate generalities about how nervous systems organize behavior by identifying common operating principles in those mechanisms. (Cross-listed with Neuroscience and Behavioral Science 202)

PSYCHOLOGY 205—CHILD DEVELOPMENT (SS)

Fall, Spring. Credit, three to four hours. 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 (NS)

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 (SS)

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

PSYCHOLOGY 222—INTRODUCTION TO CLINICAL NEUROSCIENCE (NS)

Fall. Credit, three hours. 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 (NS)

Fall, spring. Credit, three hours. This is an introduction to drugs and their effects on society and behavior. Specifically, drug regulations and laws will be covered as well as how drugs interact with the brain to alter consciousness. Previous coursework in college-level science courses strongly encouraged.

PSYCHOLOGY 304—HORMONES AND BEHAVIOR

Fall. Credit, four hours. Prerequisite: Psychology 110. A lab course focused on the relationships between hormones, brain function and behavior, as well as the techniques used to investigate them. In the lab, students will design, run, and report novel experiments using fish that answer questions about how hormones influence social behavior. (Cross-listed with Neuroscience and Behavioral Science 304)

PSYCHOLOGY 311—ADOLESCENT PSYCHOLOGY

On Demand. Credit, three to four hours. 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

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

PSYCHOLOGY 360—FOUNDATIONS OF LEADERSHIP

Spring. Credit, four hours. Prerequisite: Psychology 111 recommended but not required. 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**QUANTITATIVE THEORY AND METHODS 100—INTRODUCTION TO STATISTICAL INFERENCE WITH LABORATORY (QR)**

Fall, spring. Credit, four hours. This course 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.

QUANTITATIVE THEORY AND METHODS 110—INTRODUCTION TO SCIENTIFIC METHODS (QR)

Fall, spring. Credit, three hours. This course is designed to introduce students to the style of analytical thinking required for research and the concepts and procedures used in the conduct of empirical research. Students will be introduced to the basic toolkit of researchers which includes sampling, hypothesis testing, Bayesian inference, regression, experiments, instrumental variables, differences in differences, and regression discontinuity.

QUANTITATIVE THEORY AND METHODS 150—INTRODUCTION TO STATISTICAL COMPUTING I

Fall, spring. Credit, two hours. This course is an introduction to the R programming language. It will cover the programming basics of R: data types, controlling flow using loops/conditionals, and writing functions. In addition to these basics, this course will emphasize skills that are relevant for data analysis.

QUANTITATIVE THEORY AND METHODS 151—INTRODUCTION TO STATISTICAL COMPUTING II

TBA. Credit, two hours. Introduction to the Python programming language and SQL without prior programming experience. This course prepares students for upper-level electives in data analysis related courses. It will cover the programming basics of Python which include understanding data types, controlling flow using loops and conditional statements, and writing functions. This course will put emphasis on skills that are relevant for data analysis which include 1) data manipulation such as merging, appending, and reshaping using SQL and Python, and 2) making various plots for descriptive analysis using Python.

QUANTITATIVE THEORY AND METHODS 210—PROBABILITY AND STATISTICS (QR)

Spring. Credit, four hours. Prerequisite: Mathematics 210. This course covers the structure of probability theory and provides many examples of the use of probabilistic reasoning. We discuss the most commonly encountered probability distributions, both discrete and continuous. The course considers random sampling from a population and the distributions of some sample statistics. We encounter the problem of estimation: the process of using data to learn about the value of unknown parameters of a model. Finally, we discuss hypothesis testing: the use of data to confirm or reject hypotheses formed about the results.

RELIGION

RELIGION 100—INTRODUCTION TO RELIGION (HA)

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 (HA)

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 (HA)

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 (HA)

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 (HA)

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 245—THE ETHICS OF JESUS

TBA. Credit, three hours. An exploration of the ethics of Jesus.

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

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

Fall (alternate years). 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

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

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 348—THE NEWTESTAMENT IN ITS CONTEXT

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

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

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. Prerequisites: 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 (SS)**

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 (SS)

TBA. Credit, four hours. Prerequisite: Sociology 101; students should first have a basic understanding of sociology before taking this course. 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.

SOCIOLOGY 215—SOCIAL PROBLEMS (SS)

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

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

Spring. Credit, three hours. Prerequisite: Sociology 101 or permission of instructor. Explore the sociological factors affecting health and the organization of health care. Examine 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 231—SOCIAL CHANGE IN DEVELOPING SOCIETIES

TBA. Credit, three hours. The sociological factors affecting social change in developing societies. Includes a focus on globalization, modernization, and aspects of non-Western health care.

SOCIOLOGY 235—DEViant BEHAVIOR

TBA. Credit, three hours. Prerequisite: Sociology 101; student should first have a basic understanding of sociology before taking this higher-level course. 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.

SOCIOLOGY 240—SOCIOLOGY OF FOOD (SS)

TBA. 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 relates to food production and consumption.

SOCIOLOGY 245—INDIVIDUAL AND SOCIETY (SS)

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 AND ETHNIC RELATIONS (SS)

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

TBA. 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 253 - SOCIAL STRUCTURES AND WELL-BEING

TBA. Credit, three to four hours. This class looks at the relationship between various social structures—the state, the economy, educational institutions, and public health—to examine the relationship between social structures and well-being. It hinges, in part, on comparative work between different industrialized democracies, focusing on the United States and its peer countries in Europe.

SOCIOLOGY 254—PEOPLE AND NATURE

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 (SS)

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

SOCIOLOGY 260—SOCIOLOGY OF SPORTS (SS)

TBA. Credit, three hours. This course includes the analysis of sport as a social and cultural institution and the interrelations between sport and social institutions. Students explore the sociocultural aspects of sport and exercise, and analyze contemporary social problems associated with sport, including race, gender, and class inequality, aggression and violence, as well as political and economic concerns.

SOCIOLOGY 307—SOCIOLOGY OF EDUCATION

TBA. Credit, four hours. The modern school system as part of the functioning of modern communities in the United States. Attention to problems of interrelating school and community in the light of population change, social class differences, and shifting values.

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 (IC)

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. True beginners only – no previous experience with the language allowed.

SPANISH 102—ELEMENTARY SPANISH II (IC)

Spring. Credit, four hours. Prerequisite: Spanish 101 or placement exam score.

SPANISH 111 – INTENSIVE SPANISH (IC)

Spring only. Credit, 4 hours. Fast-beginners bridge course designed for students with high school Spanish experience or other engagement with the language outside of school. Covers material in SPAN 101/102 in one semester. Second course in language sequence is SPAN201. Placement exam score required.

SPANISH 201—INTERMEDIATE SPANISH I (IC)

Fall. Credit, three hours. Prerequisite: Spanish 102 or 111, or language placement score, or permission of instructor. Students learn to communicate through activities in speaking, listening, reading, and writing; review and learning of vocabulary, grammar, and pronunciation; and study of Hispanic cultures and societies. This course may be taught by Oxford faculty in summer session in Spain. When offered as SPAN 201E, centers the themes of identity and immigration and partners with local community agencies to allow student work in community for 19+ hours over the course of the semester.

SPANISH 202—INTERMEDIATE SPANISH II (IC)

Spring. Credit, three hours. Prerequisite: Spanish 201, placement exam score 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 or during SAP in Spain.

SPANISH 205—PRACTICAL CONVERSATION (IC)

On demand, fall. Credit, three hours. Prerequisite: Placement into Spanish 202, 205, or completion of Spanish 202. This course offers practical conversation instruction based on short films. Thematic in nature, this course covers all tenses, advanced grammatical structures, and a wide range of vocabulary. This course does not count towards the minor in Spanish but can

satisfy language requirement.

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

Fall, spring. Credit, three hours. Prerequisite: Spanish 202, placement exam score, 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. Excellent bridge course from intermediate to advanced coursework in Spanish. This is the first course that counts towards Spanish minor/major. This course may be taught by Oxford faculty in summer session or during SAP in Spain.

SPANISH 300—INTRODUCTION TO HISPANIC CULTURAL THEORY (IC)

Fall, Spring. Credit, three hours. Prerequisite: Spanish 212, placement or by permission of instructor. A Foundational 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 (IC)

Fall or spring. Credit, three hours. Prerequisite: SPAN 212 or placement score. A survey course in Spanish and Spanish American culture from the eighteenth century to the present. Thematic and covers all genres.

SPANISH 311—HISPANIC NARRATIVE (IC)

Fall or spring. Credit, three hours. Introduction and theoretical historical overview of Hispanic narrative in form and development, includes instruction in all forms of narrative and includes some theoretical approaches and themes.

SPANISH 312—THEATRE, FILM, AND PERFORMANCE ARTS (IC)

Fall or spring. Credit, three hours. An introduction to theatre, film, and performance theory in the Hispanic context.

SPANISH 318—ADVANCED WRITING IN SPANISH (IC)

Fall or spring. Credit, three hours. Prerequisite: Spanish 212 or placement score. 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 335—CUBA: EVOLUTION OF REVOLUTION (IC)

Spring. Credit, three or four hours. Prerequisite: Spanish 212 or placement into Foundational Course level. This course examines the Cuban Revolution from 1950 to present day from historical, literary, visual culture, and musical perspectives. Key themes include the study of sexuality in Cuba, on artists on the island, the Mariel Generation — both on and off the island — and the changing role of writers of the Cuban Revolution. In-semester course travel to Havana, Cuba, offered when possible.

SPANISH 376R—DIRECTED RESEARCH IN SPANISH

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

SPANISH 385—SPECIAL TOPICS IN LANGUAGE AND CULTURE

On demand. Spring. Credit, three hours. Prerequisite: Spanish 212, placement score, 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 course is determined by the nature of the topic and the preference of the instructor.

THEATER STUDIES

THEATER STUDIES 101—INTRODUCTION TO THEATER (HA)

Fall. Credit, three hours. A theoretical and practical initiation to theater as a collaborative art. Includes script analysis as well as

basic instruction in acting, improvisation, stage design, and play direction.

THEATER STUDIES 120—INTRODUCTION TO ACTING (HA)

Fall, spring. Credit, three 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 130—STAGECRAFT (HA)

Fall. Credit, four hours. A theoretical and practical initiation to technical theater. Practical assignments will be oriented toward mounting productions staged by Oxford Theater.

THEATER STUDIES 200R—THEATER PRACTICUM

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

THEATER STUDIES 210—READING FOR PERFORMANCE

Spring. Credits, four hours. Reading plays with a view to production. Exercises and projects explore how a text emerges in performance from the combined perspectives of actors, directors, dramaturges, designers, and audiences.

THEATER STUDIES 216—HISTORY OF DRAMA AND THEATER II (HA)

(Same as English 216) Spring. Credit, three 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 381—PRISON MEDIA AND PERFORMANCE

Fall. Credit, three hours. Examining the prison in media and performance to understand the American culture of punishment. We will reflect on mass incarceration and interrogate how creativity can contribute to prison reform and abolition.

THEATER STUDIES 389R—SPECIAL TOPICS IN THEATER

On demand. Credit, one to four hours. Individual courses designed to introduce students to special topics in theater.

THEATER STUDIES 397R—DIRECTED STUDY IN THEATER

On demand. Credit, one to four hours. Prerequisite: Permission of instructor. Special projects, research, and readings under the direction of a faculty member.

WOMEN'S, GENDER, AND SEXUALITY STUDIES

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

Fall, Spring. Credit, three hours. This course is an introduction to the study of women, gender, and sexuality. Syllabus materials will explore the ways in which these systems of social classification are shaped by race, ethnicity, class, ability, and nation.

WOMEN'S, GENDER, AND SEXUALITY STUDIES 205—INTRODUCTION TO STUDIES IN SEXUALITIES

TBA. Credit, three hours. This course is an introduction to the interdisciplinary field of sexuality studies. It will explore the diversity of sexual experiences, behaviors, and identities and put into question what we take to be natural, obvious, or liberatory about them.

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

Fall. Credit, three hours. 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 385R—SPECIAL TOPICS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES

On demand. Credit, one to four hours. Individual topics and problems in Women's, Gender, and Sexuality Studies vary. Topics have included "Transnational Feminisms," "Feminist Art-Activism" and "Feminist World-Building in Practice." May be repeated for credit when topic changes.

WOMEN'S, GENDER, AND SEXUALITY STUDIES 397R—WOMEN'S STUDIES DIRECTED STUDY

On demand. Credit, one to four hours. Permission of instructor. Independent reading and research in women's, gender, and sexuality studies under the direction of a faculty member.

Educational Resources

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 planning and life design. This process includes cultivating certain mindsets: curiosity, a willingness to try new things, the ability to reframe a problem and ask for help and failing forward. We also guide students through discovery of their values and interests, deciding a major, exploring a suitable career, and creating meaningful summer experiences. We also provide help related to writing or revising resumes, cover letters, and their overall professional presentation.

Our licensed clinical 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. In addition to offering individual counseling, psychiatric evaluation, medication management, and crisis intervention, we play a key role in promoting a campus that values support and care in the student campus culture.

CCS services are confidential and covered by the fees student pay as part of their enrollment at Oxford. For additional information, please refer to the CCS website at inside.oxford.emory.edu/life/counseling_services/index.html or call the office during business hours at 770.784.8394.

DEPARTMENT OF ACCESSIBILITY SERVICES

The Department of Accessibility Services (DAS) 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, DAS 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. To register for services, please visit our website for more information at accessibility.emory.edu/students/index.html.

INFORMATION TECHNOLOGY

The Oxford College Information Technology (OCIT) team aligns the robust technology needs of our students, faculty, and staff with the academic mission of the College.

Getting Help

In Person: Student Technology Support; The Oxford Library, Monday - Friday, 10:00 am to 6:00 pm Online: [Open an AskIT ticket](#)

Call: 404.727.7777 (M-F 7am-6pm)

Internet/ Wi-Fi

Our campus is blanketed with high-speed wireless internet access for everyone to enjoy on the Emory Unplugged network. A separate network provides wireless connectivity for game consoles, internet TVs, Roku, Apple TVs, and other Wi-Fi enabled devices. [Instructions for connecting all of your devices can be found here.](#)

Printing

EaglePrint stations are available in the residence halls, the Club Hub in the Student Center, and the Library. Single-sided printing is \$0.07 black/white, and \$0.30 for color. Double-sided printing is \$.05 black/white and \$0.20 color. These fees are charged against your EagleDollars account. Wireless printers are not permitted in the residence halls.

Free Software

While at Emory, you may download and install MS Office Suite (including Word, Excel, PowerPoint, and OneNote) onto five different devices. This software suite is the preferred, and often required, software for use in your classes. [Instructions for installing Microsoft Office can be found here.](#)

Cloud Storage

All students receive 1 TB of cloud storage through Microsoft OneDrive. Upload and save documents, pictures and videos. You can access OneDrive through your Emory email.

LIBRARIES

Oxford College Library

As an academic and social hub of the Oxford College campus, the library works to support students, faculty, and staff in their academic pursuits and build an inclusive community of collaboration. By providing student-centered services, resources, and spaces, we are dedicated to empowering students to think critically about and ethically engage with information. The library is a gateway to resources from across the University and offers a diverse collection of print and digital materials, technology rich spaces for exploration and play, and a commitment to excellent service. Within an environment of holistic community engagement, we invite users to participate in personal growth, information literacy instruction, learning and research opportunities, and preservation of the history of Oxford College as a part of the larger University. We are proud to accompany users either in person or virtually on their journeys of discovery, research, and learning.

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. The Research Practices instruction program orients students to the nature and processes of research and critical inquiry. Librarians work with faculty members from all departments across campus to design a library instruction session unique to their class and one that meets instructor-selected student learning outcomes.

Librarians' Office Hours

One-on-one research help with a librarian is available in dedicated research consultation areas and virtually. 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 chat services for assistance.
- Library is open 24 hours Sunday – Thursday, and is open until 1am on Fridays and until midnight on Saturdays, when school is in session.
- Students have 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 campus Emory libraries are delivered directly to the Oxford campus.
- Interlibrary Loan request system allows you to obtain the resources you need if they are not available at one of the

Emory libraries.

- Technology checkout including MacBooks and iPads, and a variety of A/V equipment, phone chargers, projectors, cameras, and tripods.
- Technology-rich group study spaces may be reserved online.
- Student Technology Support provided by Oxford College Information Technology.

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

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 are 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.

MULTILINGUAL AND ENGLISH LANGUAGE LEARNERS

The First-Year Writing Program offers dedicated sections of first-year writing designed for students for whom English is an additional language (English 186: Writing and Inquiry in the Liberal Arts for Multilingual Students). Students in this course engage in the same intensive practice in academic reading, writing, and research as students in other sections of first-year writing, but do so with other multilingual students and under the guidance of a professor with expertise in teaching English language learners. The course has a smaller class size and includes a dedicated undergraduate writing fellow. One-on-one tutoring is also available through the Writing & Communication Center.

PARKING RULES AND REGULATIONS—STUDENT VEHICLE REGISTRATION

If you plan to bring a vehicle to Oxford College during the fall and/or spring semesters 2023–2024 and have not already registered your vehicle, you should do so at this site: <https://oxford.emory.edu/parkingpermit>.

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, 2023, 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 or email Oxford.transportation@emory.edu.

Student parking permits will be available for new students during First Year Student Orientation. 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. It is important to verify that you have registered for a parking permit prior to bringing your vehicle to campus. Unpermitted vehicles will be ticketed! Please review parking regulations for further information inside.oxford.emory.edu/finance_admin/auxiliary-services/parking.html.

RESIDENTIAL EDUCATION AND SERVICES

Residential Education and Services (RES) contributes to student success by providing holistic support to students within the residential communities. RES is dedicated to promoting both personal and academic success by facilitating activities and experiences 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.

STUDENT HEALTH SERVICES

Student Health Services (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, Urgent Care or Emergency Room follow-ups, 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.

Students are responsible for notifying professors or instructors of absences caused by illness. SHS does not provide medical excuses for missed classes or examinations. SHS healthcare providers can supply the necessary documentation for extended illnesses or injuries, including those necessitating medical withdrawal from class.

To obtain more information about SHS, please visit our webpage oxford.emory.edu/life/campus_life/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 Student Portal, which can be found on our webpage or via OPUS.

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.

SUPPLEMENTAL INSTRUCTION

Supplemental Instruction (SI) is an academic assistance program that targets historically difficult courses at Oxford College. Faculty select and SI hires, trains, and oversees students who have demonstrated mastery of course material and leadership skills to lead weekly review sessions in future semesters SI is designed to help any student, not just the students who are not doing well in the class. On average, evidence supports that regularly attending SI sessions can increase a student's grade by a half to a full letter grade. For further information, refer to the website at inside.oxford.emory.edu/academics/student-services.html.

WRITING & COMMUNICATION CENTER

The Oxford Writing & Communication Center (OWCC) supports all forms of student communication—whether for classroom, professional, public, or personal purposes—through individual consultations, college-wide workshops, and an onsite library of resources. The OWCC's peer consultants are trained to support writing, presentations, or multimedia assignments for any class; they are also available at any point in the process, from brainstorming to argument development to polishing. Its mission is to help students grow as flexible communicators and thinkers. The OWCC is located in Pierce Hall 117, and appointments are recommended but not required. For more information, please visit the OWCC website at inside.oxford.emory.edu/academics/writing-center/index.html. To reserve an appointment, visit <https://oxford.mywconline.com>

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 non-academic conduct, as well as all academic affairs, are therefore areas of proper concern and regulation by the college community. The guiding principle of college regulation of undergraduate conduct is the responsible exercise of freedoms and privileges. Members of the college community are granted the greatest possible degree of self-determination correlative to acceptance of the full responsibility for their conduct and the consequences of their actions.

Because the college is an institution of learning, the code has education as its foremost aim; it is not intended to be a solely punitive process nor a substitute for the law. The code aims to sustain an environment conducive to learning, promote a climate of mutual respect, foster open dialogue that promotes learning and understanding, promote individual well-being and personal development, and encourage the application of ethical decision-making in the daily life of undergraduates.

AUTHORITY AND COVERAGE

This code applies to students enrolled in Oxford College, in their conduct both on and off campus. Furthermore, the dean of Oxford College and dean for campus life is delegated responsibility pertaining to all student organizations and student government. In addition, the dean of Oxford College and dean for campus life has the responsibility and authority to discipline students and organizations and may choose to handle such matters in a direct and expedient manner, including taking interim action, including but not limited to interim suspension pending the conclusion of an investigation and hearing, removal from campus housing, the issuance of a No Contact Order, or other measures.

Academic misconduct falls within the jurisdiction of the individual academic units of Oxford College, not this code. Allegations of nonacademic misconduct will be resolved in accordance with the procedures outlined in this code.

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

EXPECTATIONS OF CONDUCT

Oxford College of Emory University expects that all students act honorably, demonstrating a keen sense of ethical conduct. The college expects that its students behave respectfully, providing particular consideration for other people and for property. As members of a community, Oxford College expects that students act responsibly, being accountable for the safety and well-being of themselves and others. College students are expected to be trustworthy, demonstrating honest character upon which others may rely with confidence.

Instances of misconduct that are considered violations of this code and could result in disciplinary action against a student include, but are not limited to the following:

HONOR AND ETHICS

1. Attempting, assisting, knowingly permitting, or encouraging any conduct in violation of Oxford College's expectations of students' conduct.
2. Failure to comply with the direction of college officials or law enforcement officials acting in performance of their duties; failing to identify oneself to these officials when requested to do so.
3. Failure to complete sanctions assigned by the conduct officers of the college and/or knowingly violating the terms of any disciplinary sanction imposed or any mutual agreement reached in accordance with this code.
4. Disrupting the normal operations of the college (including teaching, research, service, and business operations) or college-sponsored activities by participating in an on-campus or off-campus demonstration, riot, or activity, or infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled or normal activities within any campus building or area.
5. Misuse of computer or network resources, including but not limited to, use of another individual's identification or password; using computer or network resources to send anonymous, obscene, or abusive messages; using computer or network resources in violation of copyright laws; use of computer or network resources to interfere with the normal operation of the college computer system; or any other violation of policies established by Oxford College Information Technology.
6. Violating policies established by Residential Educational and Services (RES) for college-owned residential facilities, including but not limited to the RES Housing Policies, the Guide to Housing, and the Oxford Housing Agreement.
7. Violating college rules, regulations, or policies.
8. Violating the University Tobacco Free Policy.
9. Violating any government laws or ordinances.

RESPECT AND CONSIDERATION

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

RESPONSIBILITY AND ACCOUNTABILITY

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

4. Intentionally misusing, damaging, or tampering with fire or other safety equipment, including covering or disabling a smoke detector. Additional fire safety restrictions are detailed in the student housing regulations.
5. Possession or use of items commonly associated or interpreted as paraphernalia (hookah, bong, pipes, etc.).
6. Participating in behavior considered to be inappropriate by a college official.

TRUSTWORTHINESS AND HONESTY

1. Intentional misrepresentation, including but not limited to:
 - a. Providing false or misleading information to a college official.
 - b. Filing a false or misleading report with college officials or law enforcement officials.
 - c. Manufacture, use, intended use, purchase or possession of false documents, identification, or access devices.
 - d. Impersonating another individual through email, social media, electronic communication or other means.
 - e. Violating the Honor Code of Oxford College.
2. Using or being in or on college premises without express permission from a college official.
3. Misuse of property or services, including but not limited to:
 - a. Taking, using, or possessing property without the express permission of its owner or utilizing a service without express authorization from its provider.
 - b. Refusing to return property to its owner when requested or refusing to discontinue the use of a service when requested to by its provider.
 - c. Transferring or accepting the transfer of property or services that are known to be non-transferrable.
 - d. Knowingly accepting, using, or possessing improperly obtained property or services.
4. Destroying, damaging, or vandalizing property.
5. Inappropriately participating in the Code of Conduct and/or hearing processes, including but not limited to:
 - a. Providing false or misleading information during the conduct process.
 - b. Disrupting a conduct meeting or hearing.
 - c. Filing a conduct complaint as a means to retaliate, harass, coerce, or intimidate another person.
 - d. Attempting to influence the impartiality of a hearing body or other involved party prior to or during the course of proceeding conduct meeting or hearing; harassment or intimidation of a hearing body, during, or after a conduct meeting or hearing.
 - e. Influencing another person to engage in any of the aforementioned acts.

STUDENT CONDUCT PROCEDURES

Reporting Alleged Misconduct

Any member of the college community wishing to report an alleged incident of misconduct under this code may make such report to the chief conduct officer for review. The chief conduct officer will determine whether action should be taken in response to a report. This determination may result in the report being assigned to a conduct officer for investigation or in assignment to the appropriate board or council for a hearing. Reports of alleged misconduct that meet the criteria for medical amnesty may be resolved as outlined within the Medical Amnesty Policy.

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

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

Violations of the Law and the Code

Students may be accountable to both civil authorities and to the college for acts that constitute violations of the law and this code. Those accused of violations of this code are subject to the college disciplinary proceedings outlined in this code while criminal, civil, or other college proceedings regarding the same conduct are pending. Respondents may not challenge the

college disciplinary proceedings outlined in this code on the grounds that criminal allegations of possible violations, civil actions, or other college proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The college will refer matters to federal, state, and local authorities when appropriate. The disciplinary process will proceed independent of, and not subject to, decisions made by non-college authorities.

Investigation Meeting

For cases assigned to a conduct officer for investigation, a preliminary meeting shall occur between a conduct officer and the respondent to review the report as well as to gather the respondent's perspective on the incident. The conduct officer will explain the conduct process and also help the student understand the charges that the student allegedly violated. The purpose of this meeting is making personal contact with the respondent and to determine if the student plans to accept or deny responsibility for the given charges. Oxford College believes that this one-on-one meeting can help all students become more comfortable with the sometimes-overwhelming process.

The chief conduct officer, once provided with the information from the investigation meeting, will recommend that the Peer Review Board or the Oxford College Conduct Board adjudicate the case depending on the severity of the charges and prior record of the student involved. The Peer Review Board will be assigned less severe cases where separation from the college is not an appropriate outcome. The College Conduct Board will hear cases not assigned to the Peer Review Board. In more severe or sensitive cases, the Oxford College Administrative Council may also be assigned the case. The use of the Administrative Council will be determined by the dean of campus life. The dean of campus life or the chief conduct officer may also choose to assign a student to meet with a conduct officer for a meeting and/or an adjudicating hearing.

PROCEDURES OF THE BOARDS AND COUNCILS

Purpose of a Hearing

The purpose of a hearing is to examine the report of misconduct, make a determination of responsibility and, if appropriate, assign sanction(s) for the case.

Procedures and Rules

The proceedings shall be non-adversarial in nature. The chair of the board will preserve the non-adversarial nature of the hearing. Examples would be monitoring questions asked by members of the Board and the accused receiving all pertinent information before the hearing.

Hearing proceedings will not be recorded by the college and students are prohibited from using any audio recording device during the proceeding.

The chair shall determine the admissibility of all evidence and testimony, as well as the relevance of all questions. This determination shall be based on relevance. Rules of evidence applicable to criminal or civil court proceedings shall not apply.

In situations where multiple students are alleged to have violated the code based on their behavior in one incident, the Peer Review Board and Conduct Board may, at its discretion, hold a joint hearing for all of the respondents. In a joint hearing, all information and testimony are reviewed and available for all respondents. The boards make a separate finding for each student regarding responsibility and sanctions, if any.

Attendance

The respondent shall have the right to be present at all times during the hearing, except when the board or council enters into deliberations.

Failure on the part of the respondent, complainant, adviser, or witnesses to attend this hearing will result in the hearing body making a decision on the alleged misconduct without the benefit of the respondent's involvement, the adviser's support, or witnesses' testimony.

Witnesses

The college may require any enrolled student to attend and to give testimony relevant to the case under consideration. Signed, written statements of witnesses who cannot attend the hearing may be accepted at the discretion of the chief conduct officer.

The college may request the attendance of a faculty or staff member, or alternatively request that a faculty or staff member furnish a written statement. Failure to comply with a request of attendance by the board may result in a failure to comply violation.

Findings

For all cases, the standard that shall be used to determine the respondent's responsibility is preponderance of evidence. After all admissible evidence has been reviewed, the Oxford College Conduct Board shall deliberate to decide the case. For cases assigned to the Oxford College Conduct Board, the respondent shall be found responsible or not responsible by a majority vote (4–2) for each alleged violation. For cases assigned to the Peer Review Board, the respondent shall be found responsible or not responsible by a majority vote (3–2).

If the respondent is found responsible, the conduct officer or the board shall deliberate to make an assignment of sanction(s). At this time, the board will take into consideration previous violations that resulted in a responsible finding and the sanctions assigned. The sanctions assigned shall be determined by a majority vote.

At the conclusion of the process the student will be notified in writing of the outcome of his or her case by the chief conduct officer or his/her designee for cases assigned to the Peer Review Board and the dean of campus life for cases assigned to the Conduct Board.

HEARING BODIES

Conduct Officers

The dean of Oxford College shall appoint conduct officers as he/she deems advisable for the effective maintenance of the conduct process. Conduct officers shall be authorized to investigate and adjudicate all conduct cases arising under this code.

Boards and Councils

The dean of Oxford College will establish councils and boards, as he/she deems advisable for the effective implementation of the conduct process. The pool of faculty, staff, and student members will be from Oxford College.

The following standing boards and councils are established:

Oxford Conduct Board

1. Jurisdiction: the Oxford Conduct Board is established as the general hearing body for all allegations of severe conduct violations as determined by the Chief Conduct Officer. Such violations include, but are not limited to, repeat alcohol violations, drug violations and significant property damage.
2. Membership: the Oxford Conduct Board shall be comprised of the following members:
 - a. A chair, who shall be the chief conduct officer, or his/her designee. The chair does not vote except in cases of a tie regarding sanctions;
 - b. Two faculty or staff members;
 - c. Four students and;
 - d. Student Conduct Solicitor. The solicitor does not vote.

Peer Review Board

1. Jurisdiction: the Peer Review Board is established as the hearing body for allegations of minor conduct violations as

determined by the chief conduct officer. Such violations include, but are not limited to, minor instances of vandalism, some residence hall policy violations, and minor alcohol violations.

2. Membership: the Peer Review Board shall be comprised of the following members:
 - a. Chair, who shall be the chief conduct officer, or his/her designee. The chair does not vote.
 - b. Five students.

Oxford Administrative Council

1. Jurisdiction: the Oxford Administrative Council is established as the general hearing body for specific conduct cases deemed appropriate by the dean for campus life.
2. Membership: the Oxford Administrative Council shall be comprised of the following members:
 - a. A chair, who shall be the chief conduct officer, or his/her designee. The chair does not vote.
 - b. Three faculty or staff members

APPOINTMENTS

The appointment of conduct officers as well as chairs, faculty, and staff to each of the hearing bodies shall be for a period of one academic year. Faculty and staff appointments shall be made by the dean of Oxford College. Student appointments shall be made by the chief conduct officer and dean for campus life. Appointments may be renewed at the discretion of the dean for campus life.

If a sufficient number of board or council members are not available, substitutes may be appointed by the dean of Oxford College and/or dean for campus life.

STUDENT RIGHTS

While participating in hearings, complainants and respondents shall have the following rights. A respondent may elect to waive some or all of these procedures and rules. Such an election must be made in writing to the chief conduct officer.

1. The right to a written notice of charges.
2. The right to a list of witnesses who will be asked by the college to testify at a hearing as well as the opportunity to review all written evidence.
3. The right to present evidence, or to call witnesses not already called by the college to testify or submit written statements. All witnesses must have the prior approval of the chief conduct officer. It is the responsibility of the
4. respondent to notify any additional witnesses not called by the college of the time, date, and location of the hearing.
5. 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.
6. 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.
7. 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, emails, 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 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 to the dean of the college.

The Dean of the College will review the documents pertaining to the case to determine:

1. Whether the hearing was conducted in accordance with the procedures outlined in this code of conduct.
2. Whether the interpretation of the code was appropriate.
3. Whether the sanction(s) imposed were appropriate.
4. Whether new, relevant information has been discovered that could affect the outcome of the case.

After reviewing the documents pertaining to the case, the dean of the college will issue a written response to the student within a reasonable period of time from the receipt of the request for review. The dean of the college shall recommend one of the following courses of action:

1. Affirm the hearing decision and affirm the recommended sanction(s).
2. Affirm the findings of the hearing decision, but impose a different set of sanction(s), which may be of lesser severity.
3. Remand the case to the chief conduct officer to assign a hearing body to conduct a new hearing.

This decision by the dean of the college shall be final.

DEFINITIONS

Administrative Council: comprised of a chair and three faculty or staff members of Oxford College and adjudicates specific conduct cases deemed appropriate by the dean for campus life.

Administrative sanction: impacts a student’s status with the college.

Adviser: an Oxford College faculty or staff member whom a student charged with misconduct may seek for advice. This person may also be present at any hearings on the matter.

College: refers to Oxford College of Emory College.

College official: means any person employed by the college, including but not limited to resident assistants, residence life coordinators, law enforcement officers, and other administrative and professional staff.

College premises: buildings or grounds owned, leased, operated, controlled, affiliated with, or supervised by the college.

College-sponsored activity: any activity, on or off campus that is initiated, aided, authorized, or supervised by the college.



Complainant: refers to the accuser and can be used to refer to a person, a group, or the college. When the complainant is a group, any one of the following may be appointed by that body to represent it: the college, an entity, or a single person, provided that person is a member of the Oxford College community.

Conduct Board: comprised of a chair, two faculty or staff members, four students, and a student conduct solicitor and adjudicates cases of a more serious nature such as drugs, repeat alcohol violations or cases deemed appropriate by the chief conduct officer.

Conduct Officer: any person(s) authorized by the chief conduct officer to hold preliminary meetings, conduct investigations, hold conduct hearings, and determine whether a student has violated the code as well as recommend sanctions.

Dean of the College and Dean for Campus Life: references to the dean include his or her designee.

Educational sanction: requires a student to become actively engaged in a process, which will allow him/her to reflect upon the incident and learn a number of things.

Hazing: any activity expected of someone joining a group or organization (or to maintain full status in a group or organization) that humiliates, degrades or risks emotional or physical harm, regardless of the person's willingness to participate. Apathy or acquiescence in the presence of hazing are not neutral acts; these are violations. (policies.emory.edu/8.11)

Hearing body: any person(s) authorized by the dean for campus life to hold a disciplinary hearing, to determine whether a student has violated the code, and to recommend sanctions. This term includes the College Conduct Board, the Peer Review Board, Administrative Council and conduct officers.

Notify in writing (transmit in writing): to send via electronic mail to student's Emory email address, to mail (US or campus) written notice to the student's most recent address of record, or to hand deliver written notice to the student.

Peer Review Board: comprised of a chair and five students and adjudicates cases of minor policy violations such as noise or alcohol or cases deemed appropriate by the chief conduct officer.

Preponderance of evidence: more likely than not that a violation occurred.

Respondent: refers to the accused student. This term may be used interchangeably with accused or accused organization.

Student: any person pursuing undergraduate studies at Oxford College. At the discretion of the dean for campus life, the term may be extended to mean: (1) a person not currently enrolled who was enrolled in the fall, spring, or summer term preceding the alleged violation, or (2) a person who, while not currently enrolled, has been enrolled in Oxford College and may reasonably seek enrollment at a future date, or (3) a person who has applied or been accepted for admission to Oxford College and may reasonably be expected to enroll.

Weapon: any object or substance designed to inflict a wound, cause injury or incapacitate, including, but not limited to, all firearms, airsoft guns, stun guns, bows and arrows, explosives, pellet guns, BB guns, switchblade or gravity knives, clubs, blackjacks or brass knuckles, or ice picks.

NOTICES

Limitations Regarding Rehabilitation

The college is not designed or equipped to rehabilitate students who do not abide by this code. It may be necessary to remove those students from the campus and to sever the institution's relationship with them, as provided in this code.

Interpretation

Any question of interpretation or application of this code shall be referred to the dean of campus life, the chief conduct officer or their designee for final determination.

Confidentiality, Maintenance, and Retention of Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Conduct records may be shared within the college with those individuals with an educational need to know, as provided by FERPA. To the extent permitted or required by law, the complainant or victim may also receive notice of the outcome of the conduct process. Students should be aware that the outcome of conduct proceedings may result in actions by other departments of the college over which the chief conduct officer has no direct control. Student conduct records may be also released to other institutions as permitted or required by FERPA.

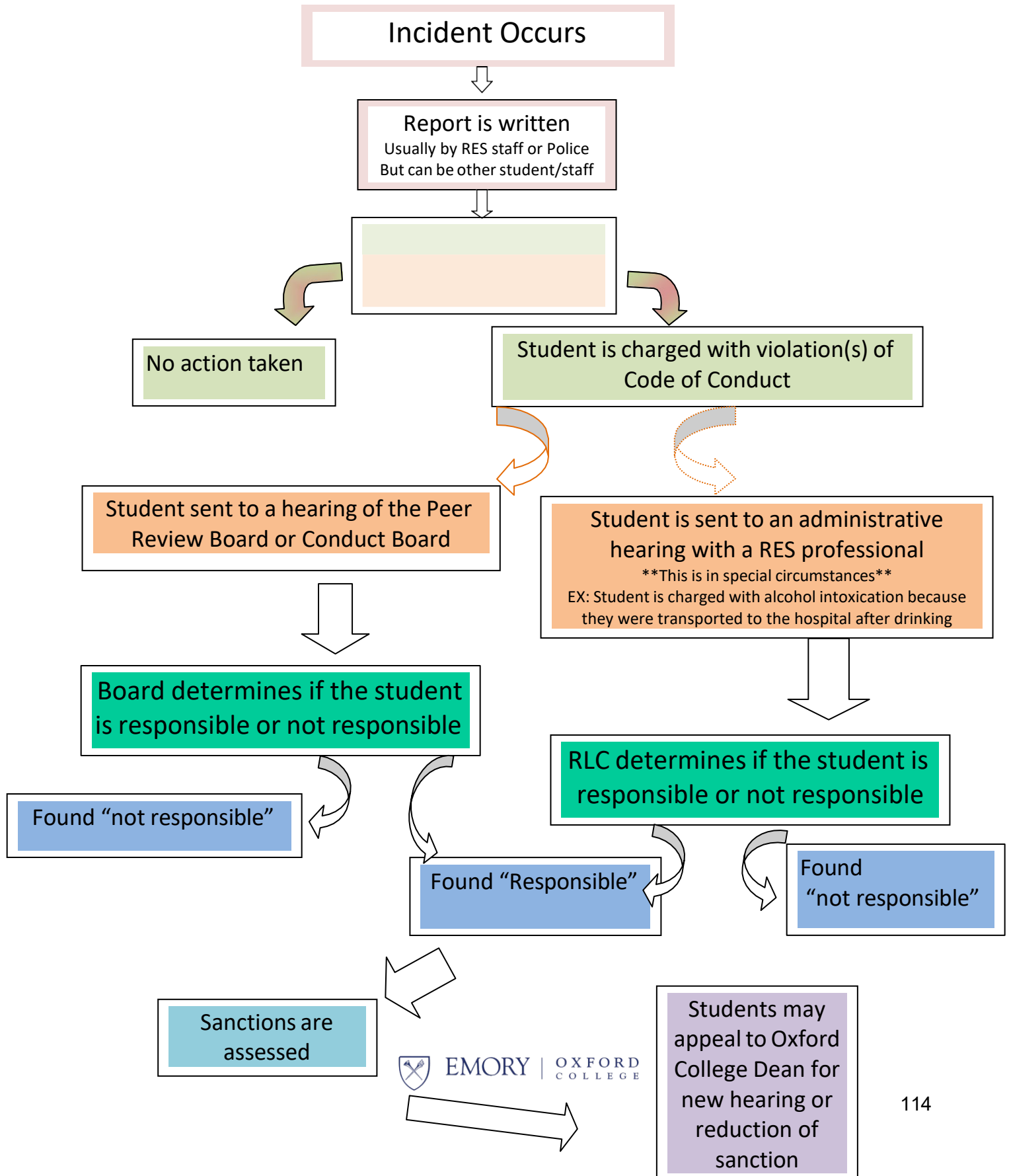
The chief conduct officer shall:

1. Maintain files on all undergraduate student conduct reports, records, and hearing proceedings.
2. Be the official custodian of records relating to the nonacademic misconduct of undergraduate students;
3. Retain records of all conduct cases that result in a finding of responsibility for seven years 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.

Conduct Flowchart (How cases are adjudicated)



The Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta Business School, and Oxford College

I. Preamble

The Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta Business School, and Oxford College ("Honor Code") is a commitment to our integrity and ethical principles as a community of students and scholars. The student body instituted the Honor System a century ago, and undergraduate students continue to have a fundamental role in supporting the Honor Code and addressing violations. Emory University's mission "to create, preserve, teach, and apply knowledge in the service of humanity" only advances when the members of the community practice the highest standards of integrity and speak out when students violate the Honor Code.

The Honor Code applies to any action or inaction that fails to meet the communal expectations of academic integrity. Students should strive to excel in their academic pursuits in a just way with honesty and fairness in mind and avoid all instances of cheating, lying, plagiarizing, or engaging in other acts that violate the Honor Code. Such violations undermine both the individual pursuit of knowledge and the collective trust of the Emory community.

II. Honor Pledge

As a reminder of the commitment to academic integrity that everyone in the Emory University community has made, each student will sign the following Honor Pledge on examinations and major academic assessments, unless exempted by the faculty:

I pledge to abide by the Emory Honor Code in all academic work and avoid any action that would provide an unfair advantage.

Failure to sign the Honor Code pledge is neither an offence against the Honor Code nor a defense to an alleged Honor Code violation.

III. Jurisdiction and Honor Code Procedures

All students enrolled in any course or program at Emory University are expected to abide by the Honor Code of every school in which they enroll in courses. This Undergraduate Academic Honor Code published here will be enforced by the Honor Councils of Emory College of Arts & Sciences, Goizueta School of Business, and Oxford College for cases of academic misconduct that occur in any course within their respective schools, regardless of the degree program in which the student is enrolled.

The procedures for resolving reports of Honor Code violations are described in the *Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* ("Procedures of the Undergraduate Academic Honor Code") and are administered by the Honor Councils within their respective schools.

IV. Reporting Cases

Apathy or acquiescence in the presence of academic misconduct is not a neutral act. It undermines the bonds of trust and honesty among members of the Emory community, as well as between the Emory community and those who depend on our knowledge and integrity. All members of the Emory University community—students, faculty, and staff—share the responsibility and authority to challenge and report acts of apparent academic misconduct. Any member of the Emory University community who has witnessed an apparent act of academic misconduct or has information that could reasonably lead to the conclusion that such an act may have occurred or has been attempted, is responsible for promptly notifying the course instructor, a member of the Honor Council, the Honor Code administrator, or the dean.

V. Academic Misconduct

Academic misconduct is a violation of the Honor Code and is generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. In addition to the violations enumerated in this article, instructors at Emory University 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 the 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.

Academic misconduct includes, but is not limited to, the following actions:

CHEATING

- A. Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination
- B. Seeking, using, giving, or obtaining information about the content or conduct of an examination, knowing that the release of such information has not been authorized
- C. Violating the electronic device policy as described in the Honor Code
- D. Violating the testing policy as described in the Honor Code

PLAGIARIZING

- E. Plagiarizing, whether intentionally or unintentionally, in any assignment (see Appendix 1: Crediting the Work and Ideas of Others: Use of Sources and Appendix 4: On the Use of Artificial Intelligence for Assignments)
- F. Submitting duplicate material, or using the same intellectual material in part or in whole more than once without 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)

LYING AND DISHONESTY

- G. Intentionally giving false information to professors, instructors, or university officials for the purpose of gaining academic advantage
- H. Intentionally falsifying or fabricating any information or citation in any examination, assignment, or academic exercise
- I. 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
- J. Seeking to gain or to provide an unfair advantage during course registration

VIOLATING COMMUNITY STANDARDS

- K. Intentionally sabotaging the academic work of another student
- L. Intentionally helping or attempting to help another person to violate any provision of this Honor Code or the academic integrity policy at another educational institution
- M. Disseminating any course materials, including recordings of the class, without the permission of the instructor
- N. Committing any action or inaction which is offensive to the integrity and honesty of the members of the academic community

VIOLATING STANDARDS IN THE HONOR CODE PROCESS

- O. Intentionally giving false testimony or evidence in any Honor Council hearing or refusing to testify or give evidence when requested by the Honor Council
- P. Harassing, threatening, coercing, or bribing witnesses involved in any Honor Code case
- Q. Obstructing an Honor Code investigation
- R. Breaching any duties prescribed by this Honor Code, including breaching the confidentiality of the Honor Code process (see *Procedures of the Undergraduate Academic Honor Code*, Article IX: Confidentiality)

ELECTRONIC DEVICE POLICY

- S. The use of a cell phone, smartphone, tablet, laptop, smartwatch, headphones, or similar device for any reason during times of examination (broadly defined here as quizzes, tests, midterm and final exams, or similar assignments or evaluations) is prohibited. Instructors are entitled to make exceptions to allow the use of an electronic device for any examination. 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 examination, the instructor should inform the student of the issue and may ask the student to store the device until the completion of the examination. The instructor should allow the student to complete the examination before reporting the incident to the Honor Council.

TESTING POLICY

- T. Instructors are entitled to establish reasonable policies to protect the security and integrity of their examinations (broadly defined here as quizzes, tests, midterm and final exams, or similar assignments or evaluations). 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 writing when time is called; and prohibiting the replication of examination materials or their removal from the testing environment. Any additional policies should be outlined in the syllabus and/or written instructions for the examination.

If a student fails to comply with the stated policies of the examination prior to its start, the instructor may withhold the examination until the student complies with the testing policies (the instructor will not be compelled to provide additional time for the completion of the examination). If a student fails to comply with or violates the stated policies of the examination after it has begun, the instructor may take reasonable steps to secure the integrity of the examination but should allow the student to complete the examination before reporting the incident to the Honor Council.

The Honor Code includes an appendix (Appendix 2: Common Forms of Misconduct) that provides information about common forms of academic misconduct. These examples are instructive and not exhaustive. The undergraduate Honor Councils will update the appendix on a regular basis. As the purpose of the appendix is to provide information and instruction about academic integrity, it may be revised without amendment.

VI. Sanctions for Academic Misconduct

When the Honor Council has determined that a violation of the Honor Code has occurred, the following is a non-exhaustive list of potential sanctions that may be imposed:

- A. An educational program
- B. A verbal warning
- C. Honor Code probation for a specified period with a reportable record. Honor Code probation will signify that the student is not in good academic standing with the University during the period of probation.
- D. Partial or no credit on the examination, evaluation, or assignment
- E. Failure of the course
- F. Any other penalty to the student's grade in the course
- G. Suspension from the undergraduate program and/or Emory University for a specified period of time
- H. Dismissal from the undergraduate program
- I. Permanent expulsion from Emory University
- J. Revocation of an Emory University degree that has been previously awarded
- K. Such combination of sanctions or a sanction different from those listed above that may be appropriate under the circumstances

VII. Rights of Students

Undergraduate students have several rights in the Honor Code process.

- A. Students are presumed not to have violated the Honor Code unless it has been determined that they are responsible in the Honor Code process.
- B. Students have a right to the appropriate level of confidentiality in the Honor Code process, though this right will not restrict communication to officials of the University where knowledge is necessary in the performance of the officials' duties, nor will it restrict disclosure required by law.
- C. Students have a right to a fair and impartial process.
- D. Students have a right to request a full hearing of the Honor Council that includes at least one student representative from their own school at Emory University.
- E. Students have a right to make an opening and closing statement and to actively participate in any Honor Council hearing, though they may not directly question witnesses.
- F. Students have a right to include an advisor in the Honor Code process so long as that advisor is not involved as a reporting party, reported student, or witness in the case. The advisor must be a current undergraduate student at Emory University; a current faculty or staff member in Emory College of Arts and Sciences,

Goizueta Business School, or Oxford College; or a current staff member in Campus Life. No student, faculty, or staff member will be required to serve as a student's advisor.

- G. Students may waive any of these rights if they so choose.

VIII. Amendment of the Honor Code

The Honor Code may be amended with a vote of the students or designated student governance body and the faculty or designated faculty governance body of Emory College of Arts and Sciences, Goizueta Business School, and Oxford College. These governance bodies include the following:

- A. Emory College of Arts and Sciences: 1) the general student body and 2) the Emory College Curriculum, Assessment, and Educational Policy Committee
- B. Goizueta Business School: 1) the general student body and 2) the faculty body
- C. Oxford College: 1) the general student body and 2) the faculty body

A majority of those voting in the respective bodies of two of the three schools or programs are required to pass changes. In the event that one of the undergraduate schools or programs does not approve the changes, the dean of the school may give approval for the school to adopt the new Honor Code or discontinue the school's participation in the Honor Code and institute a different academic integrity policy.

The *Procedures of the Undergraduate Academic Honor Code* may be amended through the separate process described in Article IX of that document.

Approved by Emory College of Arts and Sciences on April 20, 2022, by Goizueta School of Business on June 15, 2022, and by Oxford College on April 22, 2022.

The Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College takes effect on August 24, 2022.

Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College

I. The Undergraduate Academic Honor Code

All students enrolled in any course or program at Emory University are expected to abide by the Honor Code of every school in which they enroll in courses. The *Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* ("Honor Code") will be enforced by the Honor Councils of Emory College of Arts & Sciences, Goizueta School of Business, and Oxford College for cases of academic misconduct that occur in any course within their respective schools, regardless of the degree program in which the student is enrolled.

The procedures for resolving reports of Honor Code violations are described in these *Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* ("Procedures") and are administered by the Honor Councils within their respective schools.

As detailed below, each undergraduate school or program appoints a group of students and faculty known as the Honor Council. The Honor Council administers the Honor Code according to the *Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* and in consultation with Honor Code administrators in the schools. The Honor Council has the duty of acting as a fact-finding body for determining whether students are responsible for Honor Code violations. The Honor Council has jurisdiction over cases of academic misconduct that occur in any course within its school, regardless of the degree program in which the student is enrolled.

II. Membership in the Honor Council and Appeal Panel

A. Composition of the Honor Council and Appeal Panel

Each school or program will appoint a sufficient number of students enrolled in its own school to serve on its Honor Council and Appeal Panel. The Honor Council and Appeal Panel must include undergraduate students, but those schools with graduate programs may permit graduate students to participate on the Honor Council and Appeal Panel. The Honor Code administrator will determine the number of student members on the Honor Council and Appeal Panel, the eligibility criteria for serving, and the selection process.

The dean will appoint a sufficient number of faculty to serve as faculty members of the Honor Council and Appeal Panel. Faculty Honor Council members assist student Honor Council members in investigations and participate as voting members in hearings of the Honor Council and meetings of the Appeal Panel.

B. Selection of the Honor Council and Appeal Panel

The Honor Code administrator in each school has the authority to determine the eligibility requirements for Honor Council and Appeal Panel members, the process for selecting members, the number of members, and the duration of membership.

C. Honor Council and Appeal Panel Membership Enrollment Qualifications

Student membership on the Honor Council and Appeal Panel is ordinarily limited to students currently enrolled in the school's program, though members of the Honor Council and Appeal Panel may serve during the summer term even if they are not enrolled in summer classes. Additionally, student members on the Honor Council and Appeal Panel who graduate in the spring may continue to serve through the summer following their graduation. Student members from the Honor Council and Appeal Panel of one school may serve in the process in another undergraduate school or program on a temporary basis with the approval of the relevant deans.

D. Chair

The dean may appoint a student or a faculty member to serve as chair of the Honor Council. The chair may perform duties to assist the Honor Code administrator in the operation and organization of the Honor Council.

E. Removal of Members

The dean may temporarily or permanently remove any member of the Honor Council or Appeal Panel 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 or other disciplinary infraction at the University.

If the Honor Council member wishes to contest this temporary or permanent removal, they must submit a written appeal of the decision to the Appeal Panel within seven days of receiving the dean's decision. The Appeal Panel will review the circumstances that led to the removal, and by majority vote, make a final, non-appealable decision to uphold, modify, or overturn the dean's decision.

III. Reporting Cases

A. Duty to Report

It is the responsibility of every member of the faculty, staff, and student body to cooperate in supporting the honor system and upholding the Honor Code. Any member of the Emory University community who has witnessed an apparent act of academic misconduct or has information that could reasonably lead to the conclusion that such an act may have occurred or has been attempted, is responsible for promptly notifying the course instructor, a member of the Honor Council, the Honor Code administrator, or the dean.

A course instructor may address a student about a possible violation before making a report to the Honor Council for the purpose of clarifying a fact or detail that would remove the suspicion of misconduct. If the suspicion remains after the instructor addresses the student, then the instructor must report the incident to the Honor Council.

B. Preliminary Review of Alleged Academic Misconduct by the Dean or Their Designee

Upon preliminary review, the dean may dismiss an allegation of academic misconduct without referring it for further investigation for one of three reasons:

- The conduct does not appear to constitute academic misconduct.
- There is insufficient evidence to pursue an investigation.
- The dean deems the suspected offense trivial in nature.

If the dean determines that the allegation is not ripe for dismissal, the dean shall refer the matter to the Honor Council, as discussed below.

IV. Procedural Overview and Resolution Options

A. Overview

The Honor Council may resolve a report of a violation in one of three ways, depending on the circumstances of the case. The overview below provides students with a brief summary of the resolution options. Detailed procedures for each resolution process appear in the sections dedicated to the informal resolution meetings, the full investigation and hearing process, and administrative hearings.

1. Informal Resolution

After being notified of an alleged Honor Code violation, a reported student may choose to accept responsibility and proceed to an informal resolution meeting instead of a full investigation and hearing. The reported student will then meet with one student Honor Council member and one faculty Honor Council member or an Honor Code administrator to discuss the circumstances of the violation and its impact on the student and the community. The reporting faculty may also participate in the meeting. The informal resolution meeting serves to assist the student in reaffirming and recommitting to the values of the Honor Code and academic integrity, to learn from the incident, and to provide context to the Honor Council as it recommends sanctions to the dean and/or the reporting faculty.

2. Investigation and Full Hearing

The Honor Council uses an investigation and full hearing process to gather the facts of a case and determine whether a student is responsible for an alleged violation of the Honor Code. This process is the standard way for

resolving a report of a violation, unless the student chooses to go through informal resolution, or the case meets the special circumstances required for an administrative hearing.

An investigative team meets with the reporting faculty, any witnesses, and the reported student to gather information and evidence related to the case. At the conclusion of the investigation, the investigative team may recommend to the dean that the case be dismissed, or the investigative team may refer the case to the Honor Council for a full hearing. At a hearing, a panel of at least five members reviews evidence and hears statements from all parties, in accordance with the procedures set forth below. The panel then votes to determine whether the reported student is responsible for the violation, and if so, the panel recommends sanctions to the dean.

3. Administrative Hearing

At the discretion of the dean and upon agreement with the reported student, the facts of the case may dictate that it be handled through an administrative hearing, typically when the Honor Council is not in session or when there is unusual urgency to resolve a case. An administrative hearing combines the investigation process and hearing process into a single meeting to investigate the facts of a case and determine whether a student is responsible for an alleged violation. When a reported student agrees to use the administrative hearing option, the reporting faculty member will submit all evidence and a written statement directly to the Honor Council. The Honor Council will make the evidence and written statement available to the reported student prior to the hearing. A hearing board of three members will then convene to hear the case, determine responsibility, and, if necessary, recommend sanctions to the dean.

V. Procedures and Process - All Resolution Options

A. Notice of Charge(s)

After the Honor Council receives a report of a suspected violation, the reported student will be informed in writing of the charge, including the name of the course and the assignment, and will be referred to the *Honor Code* and *Procedures*. The Notice of Charge(s) will include information about the available resolution options.

B. Advisors to Reported Students

1. Permitted Advisors

Reported students have the right to select an advisor who meets the eligibility requirements, so long as that advisor is not involved as a reporting party, reported student, or witness in the case.

Advisors must be one of the following: a current undergraduate student at Emory University; a current faculty or staff member in Emory College of Arts and Sciences, Goizueta Business School, or Oxford College; or a current staff member in Campus Life. No student, faculty, or staff member will be required to serve as a student's advisor.

Students may select an advisor of their own choosing, request that the Honor Council provide an advisor, or decline to have an advisor.

2. Advisor Role

The role of the advisor is to provide advice and support to the reported student throughout their case. The advisor is not a direct advocate for the reported student, and therefore, may not address the Honor Council directly on the student's behalf during meetings and hearings; nor may the advisor directly question witnesses. Students may request to speak to their advisor privately during any meeting or hearing of the Honor Council to confer about the case. Advisors who do not abide by these stipulations may be dismissed from the meeting or hearing. While the process will attempt to schedule all meetings and hearings at a time convenient for both the reported student and their advisor, meetings and hearings will not be delayed due to the unavailability of the advisor.

C. Attending Meetings of the Honor Council

Attendance at Honor Council investigation meetings, hearings, and informal resolution meetings is limited to following individuals:

- student members of the Honor Council;

- faculty members of the Honor Council;
- staff or administrators participating on informal resolution meetings or administrative hearing panels;
- the reporting party;
- the reported student and their advisor; and
- any witnesses as permitted by the Honor Council.

No other individuals are permitted to attend investigation meetings, hearings, and informal resolution meetings.

D. Evidence

Formal rules of evidence do not apply to Honor Council proceedings. The Honor Council will collect relevant evidence and present it to the reported student according to the procedures dictated by the resolution method. The Honor Council may collect evidence from the reporting party, the reported student, any witnesses, and any other individual or office that has relevant information. Reported students may also submit evidence directly to the Honor Council for consideration. Reported students will be able to review evidence prior to an informal resolution meeting, full hearing, or administrative hearing, but because of considerations around exam and assignment security, some materials may be available only for review with an Honor Council member or administrator present. Only evidence presented at the Honor Council informal resolution meetings, full hearings, or administrative hearings will be considered in reaching a decision.

E. Witnesses

The Honor Council may call on witnesses or use witness statements for investigations, hearings, and informal resolution meetings. A witness may include any individual believed to have knowledge relevant to the reported violation, but the Honor Council will not consider character witnesses.

Witnesses will testify without oath, but with the understanding of university policies applicable to their participation. In-person witness testimony is preferred, but the Honor Council at its discretion may allow written statements to be submitted by a witness.

F. Honor Council Proceedings

Honor Council hearings and informal resolution meetings will be fair and impartial. On a case-by-case basis, the Honor Council has broad discretion to consider and weigh information it deems relevant in its proceedings, in the form of documents, witness testimony or statements, and other forms of information. Neither reported students nor their advisors may cross-examine witnesses at any stage of the process. Rather, the reported student may request that the Honor Council ask specific questions of the reporting party and any witness. 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 student and faculty members of the Honor Council may attend hearings and informal resolution meetings either as deliberating members or as silent observers for the purposes of training.

G. Standard of Proof, Finding of Responsibility, and Sanctions

For a finding of an Honor Code violation, the Honor Council must determine by a unanimous vote of the hearing board that there is clear and convincing evidence of a violation. "Clear and convincing" evidence means that a particular fact or set of facts is substantially more likely to be true than not to be true. If the reported student is found responsible in a hearing or accepts responsibility in an informal resolution meeting, the Honor Council will recommend any sanctions by a majority vote.

H. Summary Report, Decision, and Notification of Outcome

After any Honor Council informal resolution meeting, full hearing, or administrative hearing, the Honor Council will promptly prepare a summary of the hearing or meeting. This summary will report information that the Honor Council considered in reaching its findings and will be submitted to the dean with the accompanying recommendation and all evidence considered by the Honor Council.

The dean may impose the recommended sanction or sanctions of greater or lesser severity. Absent extenuating circumstances, the dean must notify the student in writing of the decision within ten business days.

VI. Procedures and Process – Specific to Resolution Route

A. Informal Resolution Meetings

1. Circumstances for Offering an Informal Resolution Meeting

After receiving the Notice of Charge(s), a student may choose to accept responsibility for the reported violation and request an informal resolution meeting. The student will sign an informal resolution meeting agreement, attesting that they accept responsibility for the violation, acknowledging that a full investigation and hearing of the case will not take place and confirming that they cannot appeal the finding of responsibility but may appeal any sanctions.

At any point prior to making a final decision, the Honor Council may refer the reported student to the investigation and full hearing process if it becomes necessary to conduct an investigation or if the Honor Council finds that the student is not being fully honest and transparent in their admission of responsibility.

If a case involves multiple students, and any of the reported students do not wish to pursue an informal resolution meeting, the case will normally be referred to the investigation and full hearing process, unless the nature of the case allows the Honor Council to adjudicate each student's report separately.

2. Procedures

The informal resolution meeting will be conducted by one student Honor Council member and one faculty Honor Council member or an Honor Code administrator.

The reported student will have the opportunity to review any evidence submitted by the reporting faculty member, including any written statements collected from the reporting faculty or witnesses. The Honor Council may, but is not required to, invite the reporting faculty member to participate in the informal resolution meeting. If the reporting faculty member attends, the reported student must be given an opportunity to speak in private with the Honor Council for some portion of the meeting to address any personal or sensitive concerns if they so choose.

As the reported student has accepted responsibility for the violation, the informal resolution meeting will be an opportunity to discuss the circumstances that led to the violation and to consider its impact on the student and the academic community.

3. After the meeting with the reported student, the Honor Council will deliberate in private and recommend sanctions to the reporting faculty member and the dean. The dean may impose any sanctions apart from the penalty to the student's grade. The reporting faculty may impose any sanction related to the grade, or defer this decision to the dean.

B. Investigation and Full Hearing Process

1. Investigation

If after the dean's preliminary review, the dean refers a report of an alleged violation to the Honor Council for an investigation, two individuals will be assigned to investigate the case. The investigative team will include at least one undergraduate student Honor Council member. The second member of the investigative team may be an undergraduate or graduate Honor Council member or a faculty Honor Council member.

The investigators will interview the reporting faculty member and the reported student(s) separately, may interview other potential witnesses, and will review any available evidence they deem relevant. The reported student may suggest the names of witnesses who can provide information or additional relevant evidence.

2. Referral

At the conclusion of the investigation, the investigators will determine whether there is a reasonable suspicion of an Honor Code violation. A reasonable suspicion is a justifiable suspicion that it is plausible that an Honor Code violation occurred based on the specific circumstances and evidence of the case. If the investigators find a reasonable suspicion, they will refer the case to a hearing and submit any relevant evidence they gathered to the Honor Council.

If the investigators find there is no reasonable suspicion of an Honor Code violation, they will recommend to the dean that the case be dismissed. The investigators will promptly submit to the dean a report about the investigation and the rationale for the dismissal. If the dean accepts the recommendation to dismiss the case, the dean will notify the student in writing of the decision normally within ten business days. If the dean does not accept the recommendation to dismiss the case, the Honor Council will schedule a hearing according to the procedures outlined below.

3. Full Hearing Notification

When a decision is made to refer a case for a full hearing, the Honor Council will work with all parties to schedule the full hearing promptly and will notify the reported student of the date and time of the hearing. The reported student must be given notice of the hearing details at least twenty-four hours in advance of the hearing. The reported student is responsible for notifying their advisor of the date and time of the hearing.

4. Full Hearing Board

Hearing boards will have five voting members. Hearing boards must include at least two undergraduate students, and at least one must come from the undergraduate school or program in which the reported violation took place. Hearing boards must also include at least one faculty member participating as a voting member. Each school may determine whether the chair of the hearing board is a voting member or an additional non-voting member. Each school may also determine whether to include an additional non-voting member as a note-taker.

5. Procedures for Full Hearings

At a full hearing, the chair will call the hearing to order and inform the reported student of their rights. The investigator may make a brief report about the factual findings of the investigation and discuss the strength or weakness of any evidence involved. The reporting faculty member and any witnesses will separately make a statement about the alleged violation and respond to any questions from the hearing board while the reported student is present. The reported student will then make a statement and respond to any questions from the hearing board privately; the reporting faculty member, witnesses, and other reported students are not permitted to listen to this testimony. The Honor Council may recall any party for additional questions or ask additional questions of the investigator. The reported student will then have the right to make a closing statement. At the discretion of the hearing board, any party to the case who is unable to participate in the hearing may provide a written statement that will be reviewed by the hearing board.

At the conclusion of all testimony, the hearing board will convene to deliberate privately. At any point during the deliberations, the hearing board may recall any parties or the investigator to ask additional questions before returning to their private deliberation. The Honor Council will first determine if the student is responsible for the violation before recommending any sanctions, if necessary. Only evidence presented to the hearing board will be considered in reaching a decision.

If the Honor Council reaches a unanimous decision that a student is responsible for a violation, the hearing board will receive access to the reported student's record of any prior Honor Code violations. The hearing board will consider this information as it determines the recommended sanctions.

The chair may suspend the hearing at any point 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 chair will reconvene the meeting within ten business days, absent extenuating circumstances.

C. Administrative Hearing Process

1. Circumstances for Offering an Administrative Hearing

The dean has the discretion to offer any reported student an administrative hearing before a special three-person panel ("Administrative Hearing Board") to resolve their case. Ordinarily, the administrative hearing is offered for cases when there is unusual urgency to resolve the case or when the Honor Council is not in session. The reported student has the right to accept the administrative hearing or have their case heard according to the procedures of the investigation and full hearing process. The use of an administrative hearing does not require the student to accept responsibility for a violation, and the reported student retains the right to appeal the finding of responsibility and any sanctions. Before attending an administrative hearing, the reported student will sign the administrative hearing agreement acknowledging that an investigation and full hearing will not take place.

If the reported student accepts the opportunity for an administrative hearing, the Honor Council will then collect any evidence and a written statement from the reporting party and present these to the reported student at least twenty-four hours prior to the hearing. The reported student will appear before the Administrative Hearing Board who will consider all available evidence and make a decision about the case.

2. Administrative Hearing Board

The Administrative Hearing Board will consist of three members:

- (1) an undergraduate student Honor Council member;
- (2) a faculty Honor Council member or an Honor Code administrator;
- (3) a third member who may be a student Honor Council member, a faculty Honor Council member, or an Honor Code administrator.

The Honor Code administrator will serve as chair of the Administrative Hearing Board for hearings that they attend, or will designate one of the Administrative Hearing Board members to serve as chair for hearings that they do not attend.

3. Procedures for Administrative Hearings

At an administrative hearing, the chair will call the hearing to order and inform the reported student of their rights. The reporting faculty member and any witnesses will separately make a statement about the alleged violation and respond to any questions from the hearing board while the reported student is present. The reported student will then make a statement and respond to any questions from the hearing board privately; the reporting faculty member, witnesses, and other reported students are not permitted to listen to this testimony. The Honor Council may recall any party for additional questions, and the reported student will then have the right to make a closing statement. At the discretion of the Administrative Hearing Board, any party to the case who is unable to participate in the hearing may provide a written statement that will be reviewed by the Administrative Hearing Board.

At the conclusion of all testimony, the Administrative Hearing Board will convene to deliberate privately. At any point during the deliberations, the hearing board may recall any parties to ask additional questions before returning to their private deliberation. The Honor Council will first determine if the student is responsible for the violation before recommending any sanctions if necessary. Only evidence presented to the hearing board will be considered in reaching a decision.

If the Honor Council reaches a unanimous decision that a student is responsible for a violation, the hearing board will receive access to the reported student's record of any prior Honor Code violations. The hearing board will consider this information as it determines the recommended sanctions.

The chair may suspend the hearing at any point 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 chair will reconvene the meeting within ten business days, absent extenuating circumstances.

VII. Appeals - Procedures and Process

A. Rights and Grounds for Appeals

Students whose cases are resolved through the full hearing or administrative hearing process may choose to appeal the finding of responsibility and/or the sanctions. Students whose cases are resolved through the informal resolution meeting may appeal the sanctions only.

Students must submit their appeal to the dean within ten business days of receiving the dean's written decision. The only grounds for submitting an appeal are as follows:

- (a) The Honor Council did not administer the procedures according to its published policies, and it is likely these errors could have substantially altered the decision of the Honor Council.
- (b) The sanctions were disproportionate to the circumstances of the violation.
- (c) There is new evidence, which could not have been reasonably discovered prior to the hearing, and it likely would have substantially altered the decision of the Honor Council.

B. Appeal Panel and Process

Upon receipt of an appeal, the dean, or their designee, will convene an appeal panel of two undergraduate students and two faculty members, who have had no prior involvement in the case or the underlying facts.

The Appeal Panel will review the reported student's appeal letter, the evidence, any reports from the investigation, hearing, or informal resolution meeting, and any other materials presented in the case. The Appeal Panel may seek clarification of points raised in the hearing or the appeal by conferring with members of the Honor Council or by collecting additional evidence if needed. After reviewing the appeal, the members of the Appeal Panel will make a recommendation to the dean to:

- (a) deny the appeal and affirm the finding of responsibility and sanctions;
- (b) affirm the finding of responsibility but modify the sanctions in any way the panel deems fit; or,
- (c) remand the case to the Honor Council for a new hearing according to the procedures for a rehearing.

After conferring with the Appeal Panel, the dean will make a final decision and promptly notify the reported student of the decision in writing normally within ten business days.

C. Procedures for a Rehearing

If the dean determines that the case should be remanded to the Honor Council, a rehearing will be scheduled. The rehearing will only include members of the Honor Council who have had no prior involvement in the case. The rehearing will follow all the procedures of a full hearing with one exception: The dean will ask one member of the Appeal Panel to attend the hearing as a non-voting member. The Appeal Panel member will ensure that the concerns of the Appeal Panel are addressed at the rehearing; they may participate in the deliberation but may not vote on the question of whether the Honor Code was violated. All evidence available at the original hearing will be available at the rehearing, including reporting parties and witnesses, unless the basis for the rehearing calls for the exclusion of any evidence. If any of the reporting parties or witnesses are unavailable, the Honor Council may accept written statements in their absence.

VIII. Special Provisions

A. Reported Student Participation in the Process

It is expected that students reported for a possible Honor Code violation will participate fully in the process. 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. Cases Involving Multiple Students

For cases in which multiple students are suspected of the same violation or a related violation, the dean will decide whether a single collective hearing for all reported students or an individual hearing for each reported student is appropriate.

If the Honor Council holds a single hearing for all students involved, each student will have the right to hear the

testimony of any witnesses other than those students reported as part of the same case. If the Honor Council holds individual hearings for each student involved, the Honor Council may require the reported students to appear as witnesses at the individual hearings.

C. Cases Involving Multiple Charges Against the Same Student

For cases in which one student is charged with multiple violations of the Honor Code in a single course, the Honor Council may hold a single hearing to consider all charges. For cases in which one student is suspected of violations in multiple courses, the Honor Council will normally hold separate hearings to consider charges in each course. However, the reported student may request that all charges be resolved at a single hearing. The dean has the discretion to grant or deny the request.

D. Introducing Additional Charges during Honor Code Investigations and Hearings

The Honor Council may add, remove, or modify charges against a reported student at any point in the process, provided that the student is notified of the changes and has an opportunity to respond to the new charges. This provision includes the addition of charges during an Honor Council hearing when the Honor Council suspects that a reported student has deliberately misrepresented information while testifying, has provided false evidence, or has withheld evidence.

In addition, if the Honor Council discovers information that may violate other Emory policies, the Honor Council may refer those matters to the student conduct or disciplinary offices that have jurisdiction over such conduct.

E. Course Enrollment and Grading Basis

A student may not change the grading basis for a course (i.e. switch between a letter grade and satisfactory/unsatisfactory) or withdraw from a course in which an Honor Council investigation is pending. If a student makes such a change to their enrollment, and it is later determined that the student's work was in violation of the Honor Code, the dean may restore the student's original grading basis, reinstate the student in the course, or impose a grade of F, WF, U, or WU upon the recommendation of the Honor Council or Appeal Panel.

F. Sanctions Involving Students Who Have Cross-Registered

If a student is found responsible for an Honor Code violation in a course where they have cross-registered in a different school, the Honor Council may recommend appropriate sanctions. If the sanction involves suspension, dismissal from the program, permanent expulsion from Emory University, or revocation of an Emory University degree that has been previously awarded, the recommendation will be forwarded to the dean of the school in which the student is primarily enrolled. The dean of the school in which the student is primarily enrolled will make a decision about the sanction of the case. This provision applies to decisions of the Honor Council and of the Appeal Board.

G. Modifications to Procedures

The procedures set forth in the *Procedures of the Undergraduate Academic Honor Code* may be modified at the discretion of the dean in response to any exigencies. These changes normally include modifications to the size or composition of investigation teams and hearing panels, but may include modifications to any of the processes set forth above. The reported student will be given notice of any such modification and has the right to accept any modifications or to reject the modifications and resolve the case according to the procedures outlined above.

H. Faculty Compliance

Faculty members may not impose penalties or sanctions that are contrary to the final decision of the Honor Council or Appeal Panel.

IX. Miscellaneous

A. Confidentiality

All proceedings under the Honor Code are confidential to the extent practicable, and those participating in the proceedings have a duty to keep information related to it confidential. Breaches of confidentiality are addressed

through the Honor Code, any applicable conduct codes, or disciplinary action taken against employees for breaches of university policy. Nothing in this paragraph will restrict communication to officials of the university where knowledge is necessary in the performance of the officials' duties, nor will it restrict disclosure required by law.

B. Dean and Designees

Wherever "dean" appears in the *Honor Code* or *Procedures*, it refers to the dean of the school that has responsibility for adjudicating the case, and will include any person designated by the dean of the individual school to act in their place. This may be an administrator, faculty member, or staff member.

C. Chair and Designees

Wherever "chair" appears in the *Honor Code* or *Procedures*, it will include any member of the Honor Council designated by the dean or the chair to act in the chair's place.

D. Honor Code Administrator

Wherever "Honor Code administrator" appears in the *Honor Code* or *Procedures*, it refers to any staff, faculty member, or administrator member designated to assist the Honor Council in the administration of the Honor Code.

E. Amendments to the Procedures

The *Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* may be changed by the agreement of the deans of Emory College of Arts and Sciences, Goizueta Business School, and Oxford College, or their designees, after conferring with their respective Honor Councils and the Office of General Counsel.

Approved by Emory College of Arts and Sciences on April 20, 2022, by Goizueta School of Business on June 15, 2022, and by Oxford College on April 22, 2022.

The *Procedures of the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College* takes effect on August 24, 2022.

Appendices to the Undergraduate Academic Honor Code of Emory College of Arts and Sciences, Goizueta School of Business, and Oxford College

APPENDIX I: CREDITING THE WORK AND IDEAS OF OTHERS: USE OF SOURCES

An author's facts, ideas, phraseology, and other work, such as tables and graphs, should be regarded as their property. Any person who uses an author's facts, ideas, phraseology, or other work without giving due credit is responsible for plagiarism. Information may be put into a paper, report, or other assignment without a citation only if it meets all of the following conditions:

- It may be found in several sources 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 citation should be given.

Content generated by artificial intelligence programs must be cited and properly acknowledged, and students should only use this content in instances when the professor of the course has authorized it. Editing content generated through artificial intelligence programs is not considered to be work "written entirely in the words of the student" and must, therefore, be cited.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in their own words, there must be a citation giving credit to the author responsible for the idea. The methods of citation vary and may include:

- Footnotes
- Endnotes
- Parenthetical citations
- Numerical citations

The point is that the student should give credit where credit is due. The student should follow the guidelines for citation in the manner specified by the instructor of the course or the department. In the absence of any specific guidelines, students should follow a standard citation style (e.g. APA, MLA, Chicago notes).

The student is entirely responsible for knowing and following the principles of proper 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.

Direct quotations (copying a passage word for word) require the following:

- The quotation should be placed in quotation marks or indented for block quotations.
- A citation must be given.
- The quotation should not be altered in a way that would change the meaning of the text. Ellipses may be used to indicate omitted words and square brackets may be included to clarify meaning or make small changes to integrate the quotation into the passage.

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 with a citation.

It is the prerogative of the instructor to prescribe that no secondary sources may be used for particular assignments.

A student who uses a secondary source must remember that the very act of looking up a book, article, or other source should be considered as a pledge that the student will use the material according to the principles stated above.

Emory has various resources to assist students with using and citing sources, including:

- Emory Libraries, Research Help, [Citing and Using Sources](#)
- [Oxford Writing & Communication Center](#)

APPENDIX II: COMMON FORMS OF ACADEMIC MISCONDUCT

Article 5 of the Honor Code list general categories 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 from 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 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 without permission 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:

- Submitting the same or similar work for more than one class without the approval of both professors (double submission or self-plagiarism)
- 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 anyone other than yourself write any part of your paper or assignment (including using artificial intelligence programs for any part of an assignment without authorization and acknowledgment)
- Using false page numbers or creating false citations

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 they 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 their work from being stolen or copied.

Dissemination of Content Related to the Course

Lectures, classroom presentations, and course materials presented or distributed in person or online are for the sole purpose of educating students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited unless the instructor clearly states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation, and may also be a violation of state or federal law, such as the Copyright Act.

Other Issues

There are a number of other 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 to get an extension)
- Creating false data for an assignment
- Signing someone else into 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
- Using artificial intelligence programs for any part of an assignment without acknowledgment in the assignment. Note that faculty may also prohibit the use of outside resources, including AI programs, entirely.

APPENDIX III: ACADEMIC MISCONDUCT IN THE ONLINE LEARNING ENVIRONMENT

As members of Emory University's academic community, you are expected to adhere to the standards set forth in the Honor Code regardless of whether you are completing course work in person or online. Accordingly, be aware that the Honor Code can be implicated in certain instances when you interact and collaborate with others, or when you consult, discuss, use, or share your own work or the work of others, especially in the online learning environment. In addition, there are other forms of misconduct that may be specific to online formats. The list below is not intended to be exhaustive. **If you are in doubt about whether actions you are contemplating are problematic, you should contact your professor directly for clarification.**

Exams Administered in Synchronous & Asynchronous Formats

Any attempt to provide or gain an unfair advantage may be considered a violation of the Honor Code. Such violations include:

- Asking another individual to complete an exam on your behalf
- Attempting to access another student's exam
- Attempting to provide answers to another student through any form of communication. This may include: email, text message, phone call, instant messaging applications or programs, file sharing, screen sharing, or screen mirroring of any kind
- Disseminating information about the contents of an exam to one or more students
- Attempting to screen capture, copy, or retain exam questions for yourself or others without the permission of the instructor
- Sharing your login credentials with others for the purpose of providing or seeking unauthorized assistance
- Accessing course content or materials related to the course during an exam (except when permission has been given for an open-book or open-resource exam)
- Plagiarizing content in an open-book or open-resource exam
- Accessing the internet beyond the exam administration platform (e.g. Canvas, Examity)
- Failing to share your screen with the instructor when requested
- Failing to cooperate with the exam proctor. This may include: failing to keep your webcam on as instructed, leaving the view of your webcam, or failing to use the webcam to demonstrate that your exam space is clear
- Failing to follow any instructions related to the Honor Code or academic integrity

Electronic Device Policy: The online teaching environment requires the use of a computer to complete your work. Be advised that the use of other electronic devices for any reason during an exam or testing situation without explicit permission from your professor is strictly prohibited and violates the Honor Code. This includes but is not limited to calculators, mobile phones, tablets, smartwatches, or any other device.

Written Assignments Submitted in the Online Teaching Environment

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 submitted to courses through remote instruction include:

- Collaborating with others when the work is expected to be individual (this could be as broad as sharing ideas)
- Seeking editing assistance from unauthorized individuals such as paid tutors or editors
- Seeking assistance of any kind from a native speaker in language courses
- Soliciting others to complete your academic work (whether for pay or not)
- Completing academic work for other students (whether for pay or not)

Dissemination of Content Related to the Course

Lectures, classroom presentations, and course materials presented or distributed in person or online are for the sole purpose of educating students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited unless the instructor clearly states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of state or federal law, such as the Copyright Act. All other University policies remain in effect for students participating in online education.

APPENDIX IV: ON THE USE OF ARTIFICIAL INTELLIGENCE FOR ASSIGNMENTS

Using an artificial intelligence program to generate any content for any assignment (including, but not limited to examinations, papers, homework, and creative work) constitutes plagiarism and is a violation of the Honor Code unless students acknowledge in the assignment the extent to which an artificial intelligence program contributed to their work and outside resources are permitted for the assignment. The use of an artificial intelligence program for an academic assignment when outside resources are not permitted or when the use of artificial intelligence programs is prohibited may also constitute seeking unauthorized assistance or violate other provisions of the Honor Code. Students should reach out to their professors to inquire about the appropriate use of artificial intelligence programs if students are unclear about the expectations.

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
Jonathan K. Layne 79B 79L, Vice Chair
William T. McAlilly 81T, Vice Chair
Leah Ward Sears 80L, Vice Chair
Kathelen Amos 79C, Secretary

Board of Trustees

Facundo L. Bacardi
Thomas I. Barkin
William A. Brosius
Sarah B. Brown
James Walker Burns
Shantella Carr Cooper
Allison Dukes
Crystal Edmonson
Andrew W. Evans
Javier C. Goizueta
David Graves
Sue Hauptert-Johnson
L. Jonathan Holston
Muhtar Kent
John L. Latham
Allegra Lawrence-Hardy
Deborah A. Marlowe
Lee P. Miller
Gregory V. Palmer
John G. Rice
Rick M. Rieder
Teresa M. Rivero
Adam H. Rogers
William H. Rogers Jr.
Timothy C. Rollins
Stuart A. Rose
Cynthia M. Sanborn
Rosa Tarbutton Sumter
Mitchell A. Tanzman
Gregory J. Vaughn
William C. Warren IV
Mark A. Weinberger
E. Jenner Wood III

EMORY UNIVERSITY PRESIDENT AND LEADERSHIP COUNCIL

Gregory L. Fenves, President
Amy Adelman, Interim Senior Vice President and General Counsel

Luke Anderson, Vice President of Communications and Marketing
 Christopher Augostini, Executive Vice President for Business and Administration and Chief Financial Officer
 Ravi V. Bellamkonda, Provost and Executive Vice President for Academic Affairs
 Deborah W. Bruner, Senior Vice President for Research
 Allison K. Dykes, Vice President and Secretary of the University
 Robert Franklin Jr., Senior Adviser to the President
 Enku Gelaye, Vice President and Dean of Campus Life
 Carol E. Henderson, Provost for Diversity and Inclusion
 Gregory W. McGonigle, University Chaplain and Dean of Spiritual and Religious Life
 Josh Newton, Senior Vice President for Advancement and Alumni Engagement
 Cameron Taylor, Vice President of Government and Community Affairs
 Ravi I. Thadhani, Executive Vice President for Health Affairs

DEAN'S COUNCIL—OXFORD COLLEGE

Badia Ahad, Dean of the College
 Kristin Bonnie, Senior Associate Dean of Academic Affairs
 Sarah Dobbs, Executive Assistant, Office of the Dean
 Scott Foster, Director of Information Technology
 Laura Gafnea Waters, Director of Community Relations
 Carrie Harmon, Director of Communications
 Michele Hempfling, Chief of Staff
 Kelley Lips, Dean of Enrollment Services
 Molly McGehee, Associate Dean for Faculty Development and Director of the Center for Academic Excellence
 Valerie Molyneaux, Associate Dean of Academic Affairs
 Ellen Neufeld, Director of the Library
 Susan Newborn, Director of Human Resources
 Daphne Orr, Interim Dean for Campus Life
 Lyn Pace, Chaplain
 Kevin Smyrl, Associate Dean for Advancement and Alumni Engagement
 Phillip Sullivan, Director of Residential Education and Services
 Amanda Yu-Nguyen, Interim Dean of Campus Life

BOARD OF COUNSELORS—OXFORD COLLEGE

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.

Henry F. Anthony 710x 73C 88MBA – Atlanta, GA



EMORY | OXFORD
COLLEGE

Amanda Arrendale – Brookhaven, GA
Max Austin Jr. 61Ox 63C 69MR – Birmingham, AL
Ellen A. Bailey 63C 87B – Atlanta, GA
Joe L. Bartenfeld 64Ox 66C – Atlanta, GA
Anne Bigelow 74Ox 76N – Atlanta, GA
Russell W. Boozer 75Ox 77B – Dunwoody, GA
Lynne Borsuk 810x 83C – Atlanta, GA
Warren Brook 70OX 72B – Brookhaven, GA
Dirk Brown 90B – Atlanta, GA
Keith Burns 99Ox 01B – Towson, MD
Kim T. Chenevey 02Ox 04B – Atlanta, GA
R. Haynes Chidsey 88Ox 90C – Denver, Colorado
Ed Cloaninger 91Ox 93C – Wellesley Hills, MA
Ralph D. Cook Jr. – Atlanta, GA
Cheryl Fisher Custer 81Ox 83C – Conyers, GA
William T. Daniel Jr. 73Ox 75C – Savannah, GA
Judge Jose A. DelCampo 89Ox 91C – Atlanta, GA
William Michael Dennis 67Ox 69C – Winter Park, FL
Robert Trulock Dickson 72Ox 74C – Emerald Isle, NC
Denny M. Dobbs 65Ox – Covington, GA
David D. Duley 96Ox 98B – Atlanta, GA
Jonathan E. Eady 84Ox 86C – Atlanta, GA
Dr. Carroll Eddleman 70Ox 72C 73G 76G – Hoschton, GA
J. Joseph Edwards 54Ox 56B 58B – Barnesville, GA
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
Judy Greer – Oxford, GA
Susan Atkinson Gregory 77Ox 79C – Nashville, TN
W. Marvin Hardy III 61Ox 63C 65L – Orlando, FL
Kipling Hart 94Ox 96C – Lyons, GA
Timothy Harvey P24 P22 – New York, NY
Loucy T. Hay – Oxford, GA
Zoe M. Hicks 63Ox 65C 76L 83L – Atlanta, GA
Zaraif A. Hossain 13Ox 16C – Banani, Dhaka
Bruce K. Howard 85Ox 88C – LaGrange, GA



Robert E. Ingram 65Ox 67C – Opelika, AL
 Paul P. Jackson Jr. 82Ox 84B – Atlanta, GA
 E. Michelle Johnson– 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, GA
 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
 Dr. Michael M. McQuaide – Oxford, GA
 Alexander G. Morehouse 63C – Mansfield, GA
 Ivan Sigmund “Sig” Mosley Jr. 66Ox 68B – Atlanta, GA
 Dr. Annette Neuman 13G – Atlanta, GA
 William B. Nipper Jr. 69Ox 71C – Green Cove Springs, FL
 Carol K. Norton 65Ox 67C 69G – St. Simon Island, GA
 Chi Okezie 98OX 00C – Jonesboro, GA
 Tommy L. Owens 59Ox 61C 65D – Atlanta, GA
 Rahkee Vora Parikh 990x 01C 02PH – Atlanta, GA
 Eric Pike 88Ox 90C – Lewisville, NC
 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
 Vann Roberts 59Ox – Dalton, GA
 John W. Robitscher 81Ox 83C 92PH – Atlanta, GA
 Michael Silverio 98Ox 00C– Alpharetta, GA
 Kimberly M. Sims 84OX 86B – Atlanta, GA
 Kyle D. Smith Jr. 59Ox 61C – Calhoun, GA
 Hugh M. Tarbutton Jr. 84Ox – Atlanta, GA
 Dr. Bradley S. Taylor 83Ox 85C 88PH 93M – Monkton, MD
 Jason Taylor – Las Vegas, NV
 Ina L. Thompson 61Ox 63C – LaJolla, CA
 Michael A. Vardas, Jr. 80Ox 82B – Burr Ridge, IL
 Randall Gregory Vickery 82Ox 84C – LaGrange, IL



Arthur Vinson 66Ox 68C – Atlanta, GA

Mitch Waters 81Ox 83C – Atlanta, GA

Dr. Kim Wilder-Dyer 78Ox 80C 83M – Marietta, GA

Dr. Rev Avis Williams 78Ox 98C 08T 18T

Kelly L. Williams – Palm Beach, FL

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 fundraising 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, John McColl 08Ox 10C - Marietta, GA

Past President, Michael Silverio 98Ox 00C - Alpharetta, GA

President Elect, Steve Weyer 00Ox 02C 10L 10T - Atlanta, GA

Philanthropy Chair, Monica McCoy 03Ox 05C - Conyers, GA

Secretary, Yaritza Moreno Morris 98Ox 01C - LaPlata, MD

Alumni Board

Sandra Aguilera 15Ox 17C 22PH - Decatur, GA

Neha Ali 20Ox 22C - Bedford, TX

Teresa Ball 96Ox 98C - Alexandria, VA

Amanda Boor 81Ox - Tallahassee, FL

Jeff Bragg 75Ox 77C - Marietta, GA

Tara Brooks 10Ox 12C - Orlando, FL

Harrison Campbell 21Ox - Memphis, TN

Jack Chapman 14Ox 16B - Rye, NY

Annie Chappell 19Ox 21C - Decatur, GA

Haseena Charania 11Ox 13C - Decatur, GA

Kim Collins 95Ox 97C - Duluth, GA

Tom Dean 79Ox 81C - Alpharetta, GA

Lisha Kowatch Ellerbee 98Ox 00C - Winston, GA

Erin Poe Ferranti 96Ox 98N 01N 01PH 13G - Suwanee, GA

Brian Friedman 97Ox 99C - Cherry Hill, NJ

Miller Getz 89Ox 91C - Brookhaven, GA

Stephanie C. Harris 86Ox 88C - Atlanta, GA

Willis Hao 18Ox 20C - Alpharetta, GA

Berkley Jennings 92Ox 94C - Atlanta, GA

Rachel Johnson 97Ox 99C - Acworth, GA

Sahiti Karempudi 05Ox 07C - Austin, TX

Anyia Kasubhai 22Ox 24C - Tenafly, NJ

Simon Kresberg 230x - Long Island, NY
Adam Leibowitz 920x 94C - Atlanta, GA
Sheri Levine 820x 84C - Jupiter, FL
Douglas Long 920x 94C - Ardmore, PA
Suleman Malik 090x 11C - Selden, NY
David Markham 890x 91C 95M - Decatur, GA
Tee May 870x 89C - Decatur, GA
Ellen Meier 880x 90C - Atlanta, GA
John Mills 870x 89C - Decatur, GA
Sherene Patel 060x 08B - Alpharetta, GA
Amanda Phillips 920x 94C - Jonesboro, GA
Mark Phillips 750x 77B - Atlanta, GA
Necol Ronda-Brown 110x 13C - Savannah, GA
Meera Sethi 230x - Canfield, OH
Jim Smith 760x - Macon, GA
Josh Stack 950x 98C - Asheville, NC
Kay Weber 740x 76C - Atlanta, GA
Terez Whatley-White 040x 06C - Decatur, GA
Kim Worrell Sumlin 830x 85C - Atlanta, GA
Hope Taylor 200x 22C - Las Vegas, NV
Emily Wilson 780x 87G - Mobile, AL
Gracie Wilson 210x - Tallahassee, FL
Jack Wissner 690x 71C - Atlanta, GA
Wes Yamada 220x 24B - Honolulu, H

OXFORD COLLEGE FACULTY

Alejandro Abarca

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

Rahimjon Abdugafurov

Adjunct Assistant Professor of Arabic. M.ED, Vanderbilt University, 2004; MA, University of Wyoming, 2013; PhD, Emory University, 2020

Francis Scott Adams

Visiting Assistant Professor of QTM, BA, Carleton College, 2010; MS, University of Florida, 2013; PhD, University of Florida, 2017

Maren Jill Adams

Associate Teaching Professor of Religion. BA, Emory University, 2003; MA, Syracuse University, 2007; MA, 2009; PhD, 2013

Kenneth L. Anderson

Professor of Philosophy. BA, Bucknell University, 1982; MA, Emory University, 1989, 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

Jeffrey Auerbach

Visiting Assistant Professor of Political Science. BA, University of Alabama, 2009; MA, University of Southern Mississippi, 2014; MPP, Georgia State University, 2015; PhD, University of Georgia, 2021

Henry C. Bayerle

Associate Professor of Classics. BA, Brown University, 1989; MA, Indiana University, 1992; PhD, Harvard University, 2004

Natalia Bayona Vasquez

Assistant Professor of Biology. BA, Universidad Nacional de Colombia, 2007; MA, Universidad Nacional Autonoma de Mexico, 2011; PhD, 2015

Donald M. Beaudette

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

Stacy A. Bell

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

Zachary Binney

Assistant Professor of Quantitative Theory and Methods. BA, University of Chicago, 2008; PhD, Emory University, 2018

Heather Dawn Black

Visiting Assistant Professor of Environmental Science. BA, The University of Alabama, 2011; MA, 2014; PhD, Florida International University, 2019

Christopher Blake

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

Kristin E. Bonnie

Professor of Psychology. BS, St. Lawrence University, 1999; MA, Emory University, 2003; PhD, 2007

Julia Burns

Adjunct Instructor in Ceramics. BA, Georgia State University

Begonia Claveria

Adjunct Instructor in Spanish. BSc, University Complutense, 1988; M.ED, Wright State University, 2007

Tameka Cage Conley

Assistant Professor of English and Creative Writing. BA, Dillard University, 1999; PhD, Louisiana State University, 2006

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

Chenglin Chai

Visiting Assistant Professor of Biology. BS, Agricultural University of Hebei; MS, China Agriculture University; PhD, Chinese Academy of Sciences.

Brian Cheek

Instructor in Physical Education. BA, Wesleyan University; MBA, Oregon State University

Fang Chen

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

Tien Chih

Assistant Professor of Mathematics. BA, The University of Hawaii, 2007; MA, The University of Montana, 2009; PhD, 2014

Russell B. Cutts

Visiting Assistant Professor of Anthropology; AB, University of Georgia, 1992; MA University of Georgia, 1997

Maria E. Davis

Associate Teaching Professor of Spanish. BA, University of Salamanca, 1997; MA, 2002; PhD, 2002

Alicia Ory DeNicola

Associate Professor of Anthropology. BA, Lewis and Clark College, 1989; MA, Brandeis University, 1998; PhD, Syracuse University, 2004

Tulay Orucu Dixon

Visiting Assistant Professor of Linguistics & QTM. BA, Middle East Technical University, 2012; MA, The University of Utah, 2014; PhD, Northern Arizona University, 2022

Tasha Dobbin-Bennett

Associate 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

Opal Nicole Duncan

Adjunct Instructor in Physical Education. BA, University of Alabama, 2001

Leyla Eghbalzad

Assistant Professor of Psychology. BS, Georgia State University, 2012; MA, 2016; PhD, 2021

Anouar El Younssi

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

Leigh Elion

Assistant Professor/Director, Writing & Communication Center. BA, Brown University, 2005; MA, Boston College, 2008. PhD, University of Wisconsin-Madison, 2017

Corian Ellisor

Adjunct Instructor in Physical Education. BA, The University of Houston; MFA, The Georgia Washington University

Sarah C. Fankhauser

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

Alfred Farris

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

Larkin Henry Ford

Visiting Assistant Professor of Studio Arts. BFA, University of North Carolina, 2008; MFA, Georgia State University, 2017

Scott Garner

Adjunct Assistant Professor of Media Psychology. BA, Emory University, 1992; MA, Columbia University-Teachers College, 1993; PhD, Fielding Graduate University, 2022

Ruth Anne Geiger

Instructor in Physical Education/Head Women's Soccer Coach. BA, Emory College, 2013; MA, Rollins School of Public Health, Emory University, 2015

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, Pierce Program in Religion; Professor, The Center of Ethics (Emory University). BA, University of Illinois, 1981; MDiv, Southern Seminary, 1985, PhD, 1989

Zheng Gu

Visiting Lecturer of Chinese. BA, Nantong University, 2005; MA, Shanghai International Studies University, 2010; MA, Carnegie Mellon University, 2015; PhD, Michigan State University, 2021

Bridgette Wells Gunnels

Associate 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

Jack Hardy

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

Brenda Bacon Harmon

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

Rachel Allison Harmon

Visiting Lecturer of Political Science. BA, Middle Tennessee State University, 2012; MA, 2013; PhD, Emory University, 2022

Brad K. Hawley

Associate Teaching Professor of English. BA, Presbyterian College, 1993; MA, Clemson University, 1995; PhD, University of Oregon, 2000

Olivia Hendricks

Visiting Assistant Professor of English. BA, Lawrence University, 2012; MA, Emory University, 2018; PhD, 2020

Sarah Higinbotham

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

Jonathan Hulan

Associate 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

Sheldon Lawrence

Assistant Professor of Biology. BS, Hampton University, 2012; PhD, University of Florida, 2018

Hai Le

Assistant Teaching Professor of Computer Science. BS, University of Central Arkansas, 2013; MS, University of Central Arkansas, 2015; PhD, Georgia State University, expected 2023

Christina H. Lee

Associate Teaching Professor of 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

Daniel Ludwinski

Assistant Professor of Economics. BA, Colgate University, 2007; MA, Cornell University, 2014; PhD, Cornell University, 2018

Michael Martin

Associate Teaching Professor of Biology. BS, university of North Carolina, 2008; PhD, University of Maryland, 2014

Jennifer McGee

Associate Professor of Psychology. BA, George Washington University, 2007; MA Emory University, 2009, PhD, 2014

Margaret T. McGehee

Professor of English & 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

Molly McNamara

Instructor in Physical Education. BA, Monmouth College, 2003; MS, Western Illinois University, 2005; PhD, Concordia University, expected 2024

Marvin McNeill

Assistant Professor of Music and African American Studies. BA, Virginia Polytechnic and State University, 1994; MA, University of Connecticut, 2000; MA, Wesleyan University, 2019; PhD, 2022

Sung J. Mo

Associate Teaching Professor of Chemistry. BA, Whitman College, 1999; PhD, Emory University, 2006

Gregory Moss-Brown

Instructor in Physical Education/Men's Soccer Coach. BA, Hartwick College, 1986; MS, Ithaca College, 1991

Joshua Mousie

Associate 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

Cheikh Bamba Ndiaye

Assistant Professor of African Studies. BA, University Gaston Berger, 2009; MA, 2011; PhD, University of Louisville, 2020

Annette W. Neuman

Associate 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

Erica Oduaran

Visiting Assistant Professor of Chemistry. BS, Grove City College, 1996; PhD, Texas A & M University, 2000

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

Teaching Professor of 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

Pablo Palomino

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

Lloyd R. Parker Jr.

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

Florian Pohl

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

Cameron Pratt

Post-Doctoral Teaching Fellow of Chemistry. BS, Hope College, 2016; PhD, Emory University, 2021

Salvador Raggio

Visiting Assistant Professor of Spanish. BS, University of Miami, 2003; PhD, 2013

Gwendolynne Reid

Associate Professor and Director, Writing & Communication Programs. BA, Bard College at Simon's Rock, 1999; MA, Hollins University, 2005; MA, North Carolina State University, 2005; PhD, North Carolina State University, 2017

David Resha

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

Susan B. Riner

Teaching Professor of Quantitative Theory and Methods. BA, Georgia State University, 1971, MAT, 1973

Emorja Roberson

Assistant Professor of Music & African American Studies. BA, University of North Florida, 2013; MA, University of Notre Dame, 2017

Michael K. Rogers

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

Teresa Romano

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

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

Associate Teaching Professor of Physics. BS, Carnegie-Mellon University, 1985; PhD, University of Maryland, 1993

Effrosyni Seitaridou

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

Salmon Shomade

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

Tonya Smalls

Adjunct Assistant Professor of Accounting. BA, Clark Atlanta University, 1995; MBA, Emory University's Goizueta Business School, 2005; DBA, Kennesaw State University, 2015

Eric Solomon

Visiting Assistant Professor of English/American Studies. BA, University of Mississippi, 2009; MA, Emory University, 2011; PhD, Laney Graduate School, Emory University, 2017

LaTonia Taliaferro-Smith

Director of Lab and Associate Teaching Professor of Biology. BS, Dillard University, 1999; PhD, Howard University, 2004

Cristina Tarazona

Assistant Teaching Professor of 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

Cristy D. Tower-Gilchrist

Adjunct Lecturer of Biology. BA, University of Montevallo, 2004; PhD, University of Alabama at Birmingham, 2011

Masha Vlasova

Assistant Professor of Film and Media Studies. BFA, Cooper Union for the Advancement of Science and Art, 2011; MFA, Yale University School of Art, 2016

Daniel Walter

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

Ruth Pamela Watson

Visiting Assistant Professor of Biology. BS, Savannah State University, 2015; PhD, University of California Santa Cruz, 2015

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

Maria A. Archetto

Associate Professor of Music. BS, Rhode Island College, 1974; MA, Eastman School of Music, University of Rochester, 1979, PhD, 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

Steven C. Baker

Professor of Biology. BS, Tennessee Tech University, 1980, MS, 1983; PhD, Southern Illinois University, 1990

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

M. Eloise Brown Carter

Professor of Biology. AB, Wesleyan College, 1972; MS, Emory University, 1978, PhD, 1983

Camille Cottrell

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

Penelope England

Professor of Physical Education and Dance. BSEd, University of Georgia, 1966, MEd, 1969; PhD, Louisiana State University, 1983

Dana Greene

Dean. BA, College of New Rochelle, 1963; MA, Northern Illinois University, 1967; PhD, Emory University, 1971

Martha Judith Greer

Professor of Physical Education and Dance. AB, LaGrange College, 1957; MEd, Auburn University, 1961; EdD, University of Georgia, 1972

Stephen W. Henderson

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

Clark W. Lemons

Professor of English. BA, Oklahoma City University, 1969; MDiv, Union Theological Seminary, 1972; MA, Emory University, 1974, PhD, 1978; MA, St. John's College, 1998

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

Patricia L. Owen-Smith

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

Gretchen E. Schulz

Professor of Humanities. BA, Wellesley College, 1964; MA, University of Wisconsin, 1965, PhD, 1975

William Shapiro

Professor of Political Science. BA, Brooklyn College, 1968; MA, Cornell University, 1973, PhD, 1978

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

Jean Welsh

Adjunct Associate Professor of Medicine. BA, Luther College, 1983, MPH, University of Minnesota 1993, PHD, Emory University 2010

STAFF

Abel,Janinne	Campus Life-Personnel	Nurse Practitioner (Oxford)
Alexander-Ortman,Ronika	Finance and Admin-Personnel	Financial Analyst, Senior
Anand,Rashmi Govind	Enrollment-Personnel	Asst Dir, Admission
Anderson,Jeff C.	Finance and Admin-Personnel	Ops Mgr, Transportation (Oxf)
Arteaga Zamora,Roberto Alexander	Finance and Admin-Personnel	Vehicle Operator
Banks,Amiri Alfred Otis	Campus Life-Personnel	Career Plan/Stdnt Dv Counselor
Barnes,Brandon Scott	OCIT-Personnel	Business Analyst III
Barrett,Regina McGuire	Academic Affairs-Personnel	Dir, Program
Bender,Donald Patrick	Finance and Admin-Personnel	Vehicle Operator
Benjamin,Duasiane Monique	Campus Life-Personnel	Asst Dir, Student Life
Blaylock,Wesley Henry	Finance and Admin-Personnel	Vehicle Operator
Blount,Heather Renee	Campus Life-Personnel	Administrative Assistant
Bobowski,Robert	Academic Affairs-Personnel	Asst Dir, Advis/Prog GBS @ Oxf
Bowden,Kerry D	Library-Personnel	Coord Sr, Program
Bramblett,Faron D	Finance and Admin-Personnel	Vehicle Operator
Braun,Lauren	Academic Affairs-Personnel	Asst Dean, Academ Affairs Oxf
Brittingham,Matthew Harris	Academic Affairs-Personnel	Academic Advisor
Brown,Benjamin Adam	Library-Personnel	Educational Analyst II
Brown,Jennifer Beatrice	Academic Affairs-Personnel	Administrative Assistant
Budensiek,Joy Smith	Academic Affairs-Personnel	Academic Department Admin
Burks,Isaiah Julian	Campus Life-Personnel	Coord, Residence Life
Caison,Kaitlin B	Campus Life-Personnel	Nurse Practitioner
Campbell,Ellen H.	Campus Life-Personnel	Administrative Assistant, Sr
Chavous,Jamal Miguel	Campus Life-Personnel	Asst Dir, Housing Admin (CL)
Cheek,Angela G	Campus Life-Personnel	Nurse Clinician
Cheek,Brian L	CHL-Personnel	Head Coach
Choe,Rachel McGee	Campus Life-Personnel	Nurse Clinician (PRN)
Christian,Daniel Scott	Deans Office-Personnel	Communications Specialist
Cimo,Jason	OCIT-Personnel	Operating Sys An/Dev, Lead
Claborn,Jacklyn	Campus Life-Personnel	Receptionist
Colbert,Debra J.	Finance and Admin-Personnel	Accountant
Cowan,Bonnie	Enrollment-Personnel	Financial Aid Asst, Sr
Crowl,Savannah P	Library-Personnel	Libr Non-Mgr, Asst
Cueva,Jose Mari Lopez	CHL-Personnel	Coord, Sports Info/Event & Mkt
Culver,Travis	Enrollment-Personnel	Dir, Admissions (Oxford)
Daniel,Alexandria Garland	Enrollment-Personnel	Marketing Specialist
Darden,Stephanie M	Library-Personnel	Coord, Program
Dobbs,Sarah	Deans Office-Personnel	Administrative Assistant, Exec

Dubose,Victoria Ra'Shell
 Edwards,Raciquel Y
 Elion,Julie A.
 Evans,Ikeda
 Faust,Molly Victoria
 Fields,Karla Denise
 Fischer,Amanda Brook
 Forman,Cheryl A.
 Foronda,Michaela O
 Foster,Scott
 Foxworth,Kimberly
 Frazier,Kyra Nicole
 Gafnea,Laura Waters
 Gajic,Branka
 Gathright,Krystal
 Geiger,Ruth Anne
 Gibbs,Nina
 Glass,Gary
 Gonzalez,Kristine Alexis
 Gonzalez,Roland T
 Harmon,Carolyn Elizabeth
 Harrell,Kevin Johnson
 Hasty,Jordan
 Hempfling,Michele
 Henry,Sherice Allen
 Hernandez,Amira S
 Hill,Brianna
 Holder,Ansley
 Hudgins,Virginia
 Hulgan,Megan Elizabeth
 Jernigan,Kelli Jeanne
 Jesse,Ian
 Jones,Dawn L.
 Keene,Jerald Dylan
 Kim,Da Jung
 Knauf,Anne
 Knight,Paula E.
 Kord,Alexandrea Mae
 Lackner,Jacob Ethan
 Legates,Jennifer E

Campus Life-Personnel
 Deans Office-Personnel
 Finance and Admin-Personnel
 Academic Affairs-Personnel
 Library-Personnel
 OCIT-Personnel
 CHL-Personnel
 OCIT-Personnel
 Campus Life-Personnel
 Finance and Admin-Personnel
 Enrollment-Personnel
 Enrollment-Personnel
 Deans Office-Personnel
 Campus Life-Personnel
 Finance and Admin-Personnel
 CHL-Personnel
 CHL-Personnel
 Campus Life-Personnel
 Deans Office-Personnel
 Finance and Admin-Personnel
 Deans Office-Personnel
 OCIT-Personnel
 Academic Affairs-Personnel
 Academic Affairs-Personnel
 Academic Affairs-Personnel
 Campus Life-Personnel
 Finance and Admin-Personnel
 Campus Life-Personnel
 Library-Personnel
 Campus Life-Personnel
 Finance and Admin-Personnel
 Enrollment-Personnel
 Enrollment-Personnel
 Enrollment-Personnel
 Deans Office-Personnel
 Enrollment-Personnel
 Library-Personnel
 Library-Personnel
 Library-Personnel
 Campus Life-Personnel

Administrative Assistant
 Human Resources Asc, Sr
 Dir, Auxiliary, Park & Transp
 Administrative Assistant
 Coord, Program
 Sr Mgr, Information Technology
 Athletic Trainer (Oxford)
 Administrative Assistant
 Asc Dir, Studnt Involve/Leader
 Dir, IT Operations (Division)
 Coord, Academic Services
 Admission Advisor
 Dir, Community Relations-Oxf
 Staff Clinician I, Oxford CCS
 Mgr, Events
 Head Soccer Coach / Instructor
 Administrative Assistant
 Dir, Counseling & Career Svcs
 Web Developer
 Accounting Assistant, Senior
 Dir, Communications
 Desktop Consultant
 Organic Farm Apprentice
 Interim COS/Dir, Spec Proj Oxf
 Dir, Academic Affairs Oper Oxf
 Asst Dir, Career Sv (Sch)
 Financial Analyst
 Office Manager
 Libr Non-Mgr, Asst
 Asst Dir, Student Life
 Coord, Transportation Programs
 Dir, Registration (School)
 Coord, Events (Sch/Dept)
 Asst Dir, Admission
 Communications Specialist
 Asst Dir, Admission
 Coord Sr, Program
 Libr Non-Mgr, Asst
 Libr Non-Mgr, Asst
 Medical Assistant

Leifels,Kylan Hill	Deans Office-Personnel	Human Resources Specialist
Li,Mi	Enrollment-Personnel	Data Analyst
Lindsey,Kimberly L.	Finance and Admin-Personnel	Vehicle Operator
Lips,Kelley Adams	Enrollment-Personnel	Asst Vc Prov/Dean, Enrlmt-Oxf
Ly,Janice Clark	Enrollment-Personnel	Business Operations Specialist
Madden,Olivia Anne	Academic Affairs-Personnel	Academic Advisor
Maddox,Stephanie Nicole Mimbs	Campus Life-Personnel	Asst Dir, Cont Student Exp-Oxf
Manora Jr,Wade	Campus Life-Personnel	Dir, Student DEI - Oxford
Matthews,Saralita	Campus Life-Personnel	Coord, Residence Life
Mayo,Brandon	OCIT-Personnel	Operating Sys An/Admin, Sr
McCusker,Elizabeth Powers	Academic Affairs-Personnel	Mgr, Post-Harvest (Org Farm)
McGuire,Katherine A	Academic Affairs-Personnel	Dir, Institutional Rsch (Sch)
McLellan,Peter N.	OCIT-Personnel	Educational Analyst III
McNamara,Molly J	CHL-Personnel	Academic Coord/Instructor Oxf
Miles,Erin Maria	Enrollment-Personnel	Admission Advisor
Miller,Lara Blaine	Library-Personnel	Libr Prog Manager Asst
Miller-Knaack,Alexandra M	Campus Life-Personnel	Coord, Student Suppt/Health Ed
Mitchell,Alan Timothy	Academic Affairs-Personnel	Mgr Sr, Operations
Molyneaux,Valerie Alexis	Academic Affairs-Personnel	Asc Dean, Academic Aff-Oxford
Moon,Joseph C	Campus Life-Personnel	Dean of Campus Life (Oxford)
Morris,Doug D	OCIT-Personnel	Desktop Consultant
Moss-Brown,Gregory Allistair	CHL-Personnel	Head Soccer Coach / Instructor
Myers,Sherie Diane	Campus Life-Personnel	Nurse Practitioner (Oxford)
Nazarian,Sara	Library-Personnel	Library Spec, Sr
Neufeld,Ellen Parry	Library-Personnel	Div Dir. or Asst/Assoc Dir Asc
Newborn,Susan	Deans Office-Personnel	Div Director, Human Resources
Northern,Carlos	Academic Affairs-Personnel	Sr Asc Dir, Academic Advising
O'Kelley,Ellakisha	CHL-Personnel	Head Cross Cntry Coach / Instr
Orr,Daphne	Campus Life-Personnel	Dir, Int'l Student Prog Oxford
Oyenuga,Shanti	Academic Affairs-Personnel	Lead Instructional Spec, Lab
Pace Jr,Phillip L.	Deans Office-Personnel	Chaplain
Papachristou,Catherine	Campus Life-Personnel	Staff Clinician II, Oxford CCS
Parson,Daniel	Academic Affairs-Personnel	Organic Farmer/Edcatr (Oxford)
Patterson,Kennedy Lucas	CHL-Personnel	Athletics/Facilities Assistant
Pocock,Kerith	Campus Life-Personnel	Dir, Student Health (Oxford)
Powell,Rachael Elizabeth	Finance and Admin-Personnel	Coord Sr, Facilities Planning
Prescod,Julie Ann Cecilia	Campus Life-Personnel	Receptionist
Protsman,Marshall Colton	OCIT-Personnel	Business Analyst I
Rash III,Frank	OCIT-Personnel	Rsch Data/Informatics Spec, Sr
Raymond,Natalie	Campus Life-Personnel	Asst Dir, Student Life

Reuter,Catherine N	Academic Affairs-Personnel	Asc Farmer/Educator (Org Farm)
Richardson,Christine	Campus Life-Personnel	Asst Dir, Int'l Stud/Schol Prg
Ridley,Bryce Allen	CHL-Personnel	Athletics/Facilities Assistant
Rivers,Gerline	OCIT-Personnel	Mgr, Information Tech (Div)
Rivers,Jessica	Academic Affairs-Personnel	Artistic Dir, Theater Oxford
Robinson,Jessica Ray	Library-Personnel	Lib Dept Hd Asc
Robinson,Theresa B.	Enrollment-Personnel	Business Operations Specialist
Roman,Veronica M	Campus Life-Personnel	Dir, Student Involvement/Ldrsh
Schiavone,Jaclyn Ann	Enrollment-Personnel	Mgr, Communications
Sheppard,Durward Jemal	Finance and Admin-Personnel	Coord, Transportation Programs
Smith,Lavonne	Finance and Admin-Personnel	Dir, Finance (Division)
Smith,Matthew	OCIT-Personnel	Mgr, Information Tech (Div)
Spell,Kaylin G.	Campus Life-Personnel	Nurse Practitioner (Oxford)
Spruell,Dennis A	CHL-Personnel	Asst AD, Facilities & Rec
Stinson,Cynthia	Campus Life-Personnel	Nurse Practitioner (Oxford)
Stubbs,Roderick David	CHL-Personnel	Dir, Athletics (Oxford)
Studer,Allyson K	Finance and Admin-Personnel	Special Assistant/Project Mgr
Sullivan,Philip Alexander	Campus Life-Personnel	Dir, Res'l Educ & Svcs (Oxf)
Taylor,Erin	CHL-Personnel	Athletic Trainer (Oxford)
Towler,Stacey Stobaugh	Enrollment-Personnel	Dir, New Std Engage/Dig Mktg
Trammell,Daniel	Enrollment-Personnel	Business Analyst II
Valentine,Brenna A	Academic Affairs-Personnel	Coord Sr, Program
Vaughn,Stephanie R.	Campus Life-Personnel	Administrative Assistant
West,William Chandler	Enrollment-Personnel	Business Operations Specialist
Whitfield,Tiffany	Academic Affairs-Personnel	Administrative Assistant
Williams,James Ernest	Finance and Admin-Personnel	Vehicle Operator
Wright,Erin	Finance and Admin-Personnel	Mgr, Events
Wright,Joanna	Academic Affairs-Personnel	Organic Farm Apprentice
Wynn,Asia Serene	Academic Affairs-Personnel	Asst Dir, Academic Advising Ox
Yu-Nguyen,Amanda Patricia	CHL-Personnel	Dir, Ctr for Healthful Living
Zanjanchian,Claudia	Campus Life-Personnel	Asst Dir, Housing Admin (CL)